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ABSTRACT

This curriculum guide is an interdisciplinary approach designed to reduce childhood accidental injuries on the playground. Materials are designed to provide background information and teaching resources for teachers that will be useable in a wide variety of environments. The first chapter provides a general background on playground hazards and guidelines for specific playground equipment, first aid, and emergency care. The chapter also includes information on school policy and procedures for playground safety under Utah environmental health regulations. Chapter 2 consists of two sections. The first section includes a curriculum framework and student assessment instruments; the second contains individual learning activities. (JD)

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Playground Perspectives

a
Curriculum Guide for Promoting Playground Safety

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Preface

Playground Perspectives, a Curriculum Guide for Promoting Playground Safety is an interdisciplinary approach designed to reduce childhood accidental injuries on the playground. Materials are designed to provide background information and teaching resources for teachers that will be effective, enjoyable and useable in a wide variety of environments, and with various grade levels of children. Emphasis is on children in grades K-3, but activities are included for children through grade six. The master teacher may adapt activities for grades other than those designated.

Playground Perspectives, a Curriculum Guide for Promoting Playground Safety is a joint project of the Utah Department of Health and Utah State University. This project was funded under a Maternal and Child Health Improvement Project (MCHIP) grant. Alice Carlisle, Kristin Corry, Gregory Frehner, Kathryn Hunter, Heather Schmidts, and Suzette Frodsham, students in the elementary education teacher preparation program at Utah State University contributed ideas and activities for the program. Alice Carlisle and Kristen Beach typed and formated the information gathered for this program. Katie Adkins, kindergarten teacher in Cache school district; Shelley Lindauer, director of the USU Child Development Laboratory; and Kaye Rhees, second grade teacher at the Edith Bowen Laboratory School; reviewed the materials for educational relevance. Other reviewers included Kathleen Glasheen, Jan Robinson, and Sandee Oliver, from the Child Health Bureau Staff; Steve McDonald from the Utah Department of Health; Kevin Thompson from the Weber Morgan Health District; and Kathy Chambers from the Salt Lake City and County Health Department. Illustrations were by Dr. Francine Fukui.

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December 21, 1988

Dear Educator:

The Utah Department of Health has identified playground injuries as a serious problem in our elementary schools. According to the Student Injury Reports that you have been submitting to that agency, playground related injuries were responsible for 71% of all reported injuries occurring to our K-6 grade students from 1984 to 1987.

Most playground injuries are predictable and therefore they are preventable. We, as educators, and other school personnel should become more aware and work to reduce this problem. This curriculum guide is designed to help you intervene in the playground injury problem by providing you with background information and safe classroom activities.

Playground Perspectives, A Curriculum Guide For Promoting Playground Safety, is innovative and creative, and can be adapted to fit the playground needs of any school in Utah. The activities have been developed to help teachers teach playground safety in a fun and interesting way.

I encourage all schools to fully cooperate in an attempt to reduce the number of student injuries in our schools.

Sincerely,

James R. Moss
State Superintendent of Public Instruction

sk

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December 29, 1988

Dear Educator:

Playground injuries are the leading cause of school related injuries in K-6 grade students in Utah. Every year at least two thousand children are injured on Utah school playgrounds, costing thousand of dollars and causing at least two thousand days lost from school. The real tragedy, however, is the pain and suffering these injuries inflict upon the children, particularly when most of these injuries are preventable.

The Utah Department of Health, Childhood Accidental Injury Prevention Program, has identified improper use of playground equipment as one of the major risk factors for playground injuries. Playground Perspectives: A Curriculum Guide for Promoting Playground Safety has been developed to assist you in teaching your students about playing safely on the playground equipment. It also has a background section that will help you become familiar with various types of playground equipment, general hazards, legal implications, as well as first aid and emergency care.

Injury prevention is a major public health priority, both nationally and locally. Injuries are preventable and the Utah Department of Health strongly supports the concept of injury prevention. Since school related playground injuries have been identified as a major problem in Utah, I encourage you to use this curriculum to assist in the reduction of these injuries.

Sincerely,

Suzanne Dandoy, M.D., M.P.H.
Executive Director

Table of Contents

page

Preface ii
Letters of Endorsment iii
Table of Contents vii
Chapter 1 - Background Information 1
Why Playground Safety? 1
Hazard Analysis 3
General Hazards 3
Entrapment 4
Protrusions and Projections 4
Guidelines for Specific Equipment 6
Climbing Equipment 6
Swings 6
Slides 7
Merry-Go-Rounds 9
Legal Implications 10
First Aid & Emergency Care 12
Breathing-Choking 12
Bleeding 13
Shock 14
Fractures, Sprains, and Dislocations 15
School Policy & Procedures for Playground Safety 16
Utah Environmental Health Regulations 16
Playground Design & Maintenance Suggestions 16
Equipment-Related Suggestions 17
Staffing Suggestions 17
Supervision Suggestions 18
Instruction-Oriented Suggestions 18
Chapter 2 - Curriculum Materials 20
Curriculum Framework 22
Assessment Instruments 25
Test A (grades K-3) 25
Test A Answer Key 30
Test B (grades 4-6) 31
Test B Answer Key 36
Activities
Getting Started (K-6) 38

Sensory Hazard Search (1-6) 40
Safety Sleuths (2-6) 42
Playground Report Card (5-6)..... 47
Hooked on Safety (K-4) 51
Playground Scavenger Hunt I (1-6) 72
Playground Scavenger Hunt II (K-6)..... 75
Egg Heads and Rotten Apples (K-6) 79
Orange You Glad You Aren't a Banana (K-6)..... 85
Playground Safety Stars (K-4)..... 88
A Grape for an Eye (K-6) 93
Accident Free Days or "Ban the Band-Aids" (K-6)..... 96
An Accident Profile (3-6)..... 99
Defining Playground First Aid (K-6) 102
Playground First Aid (K-6) 105
A Branching Key for Tooth Injuries (3-6).....109
Design a Safe Playground.(K-6) 114
Safety Signs (3-6) 116
Design in Action (3-6).....117
Class Safety Video 120
References.....125

CHAPTER 1
BACKGROUND INFORMATION

Why Playground Safety

In Utah, childhood accidental injury is the leading cause of death in children 1-19 years of age. The overall impact of accidental injuries reaches far beyond fatalities. Injuries may also result in loss of school days and consequent interference or interruption of schooling, expensive and long-term medical costs, and in some cases, permanent disabilities. The possibility of lawsuits is ever present.

Most playground injuries are minor, but there is always the potential for serious injury. Cuts, scrapes, and bruises may not even be reported to the teacher. The majority of injuries are caused by falls. These injuries include falls from equipment, falls caused by pushing and shoving, and falls caused by obstacles under foot. Also, children may fall because they lose their grip or balance on a piece of equipment.

Other causes of injuries include being hit by a moving piece of equipment, catching a finger or hand in equipment, and scraping against a protruding bolt, screw, or other hardware.

During the 1984-1987 school years, 9,062 moderate to severe school injuries were reported for Utah children in grades K-6. Of these, 71% (6,327) occurred on playgrounds. Playground injuries resulted in 4,593 days lost from school.

Preliminary investigation and playground safety inspections revealed four major playground-risk factors: (1) poor protective surfaces, (2) improper placement of equipment, (3) equipment in disrepair, and (4) improper use of equipment. Factors 1, 2 and 3 may be altered by replacement, maintenance, and/or supervision. Factor 4, improper use of equipment, involves the human element and is the component most subject to education. This total

project confronts these problems through a two-pronged approach: (A) environmental modifications on the school playground and (B) a multidisciplinary educational approach designed to inform and modify behavior and attitude change among students, parents, teachers, and administrators.

Many injuries are caused by improper behavior. Therefore, many injuries could be prevented through a behavior change in the students. Some children are orderly and play safely while others revel in risk taking such as showing off, doing stunts in front of their friends, and/or inventing new ways to use equipment. Adequate supervision also plays a major role in prevention.

We must keep in mind that the very nature of play includes freedom to be inventive, creative, and exploratory. Totally controlled behavior would destroy this function of play. The concept of "true play" includes the consequence of potential injury. Using a slide eventually gets boring. Students may then experiment with sliding down head first, walking down, or climbing up the slide. This is normal behavior. When such acts occur, students and teachers need to be familiar with the consequences of such acts. This project makes two assumptions: (1) that children will tend to make intelligent choices if they comprehend the consequences, and (2) that teachers, once alerted to the hazards and consequences, will provide closer supervision.

Socially, playgrounds should promote the following abilities within children: problem-solving, decision-making, and creative expression through manipulating and interpreting the environment. The playground should promote social interaction rather than isolation, cooperation rather than competition, and role playing and creativity rather than prescribed structured behavior.

Hazard Analysis

This section will provide a general background on playground hazards. The content, as written, is intended for the teacher; however, some of the information may form a basis for some student activities.

General Hazards

As stated earlier, most playground accidents occur when children fall from equipment and strike the underlying surface. The advantage of hard surfaces such as concrete and asphalt is that they require little maintenance or repair. However, they do not provide protection from accidental falls and can actually increase the seriousness of a fall. They are unsuitable for playground areas. More appropriate surfaces would be bark, wood chips, sand, shredded tires, pea gravel, or synthetic mats. Evidence indicates that such soft surfaces may not reduce the number of injuries, but they do reduce the severity of injuries. The disadvantage of such materials is that they require continuous maintenance.

Until recently, there was little information available on the influence of surfacing material on accident rates and/or severity of injuries. Analysis of test results by the National Bureau of Standards indicates that loose organic materials such as bark or wood chips can provide a cushioning effect. This cushioning potential depends upon the air trapped within the individual particles. Therefore, if materials become pulverized, packed, or mixed with dirt they tend to lose their cushioning properties. Cushioning protection is also decreased when the material is wet or if the wet material freezes.

The cushioning effect of bark and wood chips requires a layer of material at least six inches deep. Wind and child-use can erode the material, requiring constant monitoring and maintenance to ensure the suggested six-inch layer. Careful maintenance is also required to eliminate insects, animal excrement, and trash or litter such as broken glass, nails, metal

can tabs, pencils, or other objects.

Sand, pea gravel, and shredded tires have similar merit in cushioning falls. Pea gravel is difficult to run on. All are subject to freezing when wet. Any loose material may present a hazard to eyes when thrown or blown. Soil and grass in general appear to offer more protection from injuries than do concrete and asphalt, but are difficult to maintain in high use areas.

Entrapment

No playground should have exercise rings with diameters between 5 to 10 inches. The possibility of strangulation with such equipment is very real. If any part of an opening is large enough to allow children to insert their head and yet is too small to allow them to easily remove it and if these children cannot support their weight, then the equipment poses an entrapment hazard. No equipment should form angles or openings that could trap any part of the body. Children can also become caught in equipment that has parts intersecting at a sharp angle. Handrails and ladders should be designed so that they cannot catch a child's clothing.

Protrusions and Projections

Sharp points, corners, edges, and any protrusion or projection are potential sources of injury. Playground equipment should be free of sharp edges or protrusions that could cut or puncture children's skin or catch their clothing (see Figures 1 and 2).

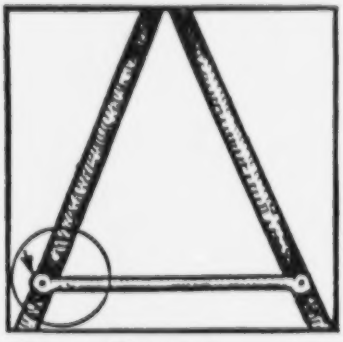


Figure 1

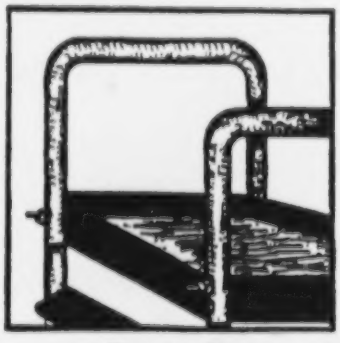
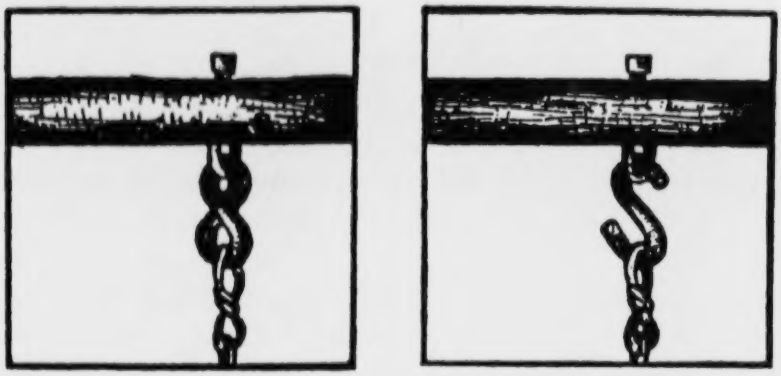


Figure 2

Most manufacturers provide self-locking nuts that prevent nut and bolt assemblies from coming apart. Exposed ends should be covered with smooth protective caps that are not removable. Exposed ends of pipes or tubing should be similarly covered with caps or plugs.

Open "S" hooks are also a hazard. Fingers and clothes may become caught on the exposed ends. This hazard can be reduced by pinching the ends shut (see Figure 3).



This Not This

Figure 3

Guidelines for Specific Equipment

Climbing Equipment

Jungle gyms, monkey bars, geometric domes, and horizontal and arch ladders are popular types of climbing equipment. Other pieces may be designed to represent animals, ships, trains, etc. Regardless of the configuration, the spacing of support members and climbing bars should be closely examined to ensure that they are neither too wide nor too tall to match children's arm or leg reaching capabilities. Rungs of horizontal ladders, climbing bars, handrails, and other components intended to be gripped should be designed to be easily grasped by a child's hands. Preferably the components should be cylindrical and approximately $1\frac{5}{8}$ inches in diameter, which is a size the average five-year-old child can grip comfortably and securely.

Climbing equipment should not lure a child into making an easy climb to the top without providing an easy way for the child to descend, or furnishing the child with a way out to another platform or piece of equipment. A simple arch ladder, for example, may not offer an easy "way out" option. A child who begins this activity is forced to complete it, especially if others are waiting for a turn to use the equipment. Teachers are encouraged to actually try out the equipment. This will allow them to experience "first hand" the availability of a "way-out" option on climbing equipment.

Using bright, contrasting colors on rungs or steps of climbing equipment can help children perceive distances more accurately, thus improving their spatial judgment. Highly textured, slip resistant materials may enhance a child's gripping ability while at the same may time increase the amount of sensory feedback received while climbing.

Swings

Swings frequently stand as separate units on a playground. There may be two or more swings in a series. A minimum

clearance of 18 inches is recommended between the outside edges of swings, between each swing and between nearby components such as frames or supporting structures. Clearance will need to be greater for tire swings or other swings that move in more than the traditional forward-backward direction. If the clearance is insufficient, swings may accidentally bump one another or other pieces of equipment. On the other hand, a clearance that is too wide might encourage a hazardous flow of traffic. Swings on swing sets should be located away from other activities or equipment to help prevent children from running into moving swings while chasing balls or when involved in other activities.

A free swinging, empty swing seat can cause serious injury if it hits a child's head. Such an impact can result when children wander into the path of a swinging seat. To reduce the risk of serious injury, seats should be constructed of lightweight material such as plastic, canvas, or rubber. To help prevent cuts or scrapes, all seats should have smooth finished or rounded edges. Tire swings are popular because they permit multiple occupancy and may provide less potential for harmful impact. Support frames for all swing sets should be designed to discourage climbing.

Slides

Slides range from 4 to 16 feet in height and may be straight, spiral, wave, or tubular (totally enclosed). Some short slides are wide enough to permit two children to slide side-by-side.

To reduce the possibility of excessive speed, the average incline of the sliding surface should not exceed 30 degrees. Most slides available today have slide beds that are twice as long as they are high, with a resulting average incline of about 26 degrees. This design provides for a reasonably safe sliding speed.

Slides over 4 feet high should be equipped with sides at least 2 1/2 inches in height for the entire length of the sliding surface.

These barriers also serve as hand and foot guides to help prevent falls off the edges of the slide.

Protective barriers for the area at the top of the slide help prevent falls while the child is changing from a climbing to a sliding position. As a safety precaution, slides over 4 feet high should have barriers at least 38 inches high. Solid barriers, or barriers with vertical rather than horizontal cross pieces, may discourage climbing. A horizontal platform at least 10 inches in length and as wide as the sliding surface at its entrance will help children make the transition from climbing to sliding.

Slides over 4 feet high should have an exit surface of at least 16 inches which should be parallel to the ground. To help children regain their upright posture and balance when their feet touch ground, the height of the exit should be between 9 and 15 inches above the ground. All slide exits should be located in uncongested areas out of the way of other play traffic.

Steps and rungs on slides and other equipment should be evenly spaced with at least 7 and not more than 11 inches between them to accommodate the arm and leg reaches of children. Steps and rungs should be at least 15 inches wide and should be horizontal to within plus-or-minus 2 degrees. The steps and/or rungs should also be corrugated, grooved, or covered with a permanent slip resistant finish that is effective under both wet and dry conditions.

Stairways and ladders with steps should have continuous handrails on both sides. The handrails should be placed at a height which will allow children to stand erect over each step.

To prevent unnatural or unusual climbing angles, ladders with rungs should have a slope between 75 and 90 degrees when measured from the horizontal. Ladders with steps should have a slope between 50 and 75 degrees and stairways should have a slope no greater than 35 degrees (See Figure 4).

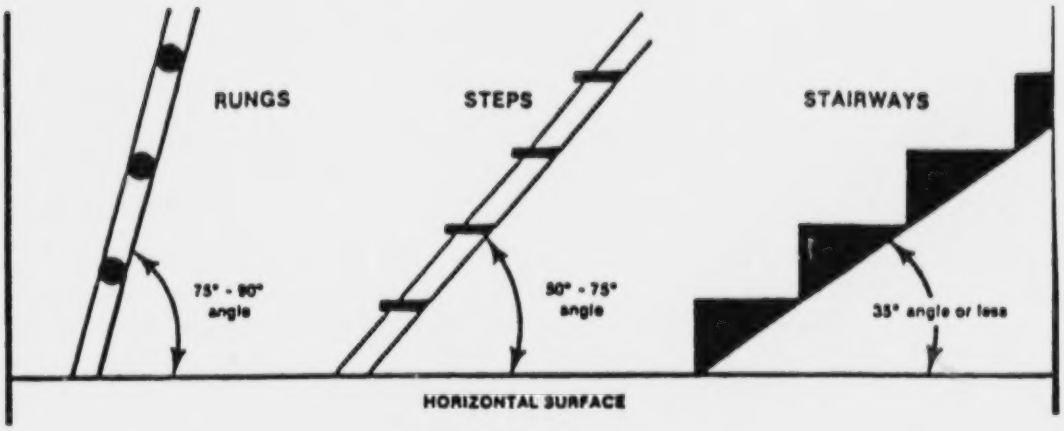


Figure 4

Because metal slides left in the sun can cause burns, they should be placed in shaded areas and installed so that the sliding surface faces north whenever possible. Placing metal slides in a shaded location will also prevent them from reflecting the glare of the sun and interfering with children's vision.

Merry-Go-Rounds

The rotating portions of merry-go-rounds (the platform or base on which children stand or sit) should have a circular shape. Handrails attached to the base to help prevent falls from the equipment should not protrude beyond the edge of the base. Such a design will reduce the risk of injury resulting from children walking into the path of the moving equipment. To ensure that no part of a child's body could pass through an opening and contact a stationary object beneath the apparatus, the rotating base of the equipment should have no spaces or openings that would permit penetration by a rod $^{3}/_{10}$ of an inch (or greater) in diameter.

Legal Implications

According to Fischer, Schimmel, and Kelly's (1987) book entitled Teachers and the Law[1], teachers can be held liable for damages to an injured student if, and only if the student proves four things:

1. The teacher owed a duty of care. Teachers can only be held liable when they are legally responsible for students' care—e.g., during school hours or school-sponsored field trips, activities, assignments.

2. The teacher was negligent. Teachers have a duty to exercise reasonable care not to injure their students and to prevent student injuries from occurring. "Reasonable care" is that degree of care that a reasonably prudent teacher would have demonstrated under the circumstances. The Courts have included the age, maturity, experience of the students, and the extent of danger involved as legal considerations. When the situation is more dangerous (e.g., swimming activities, chemistry experiments) or the students are younger (e.g., kindergarten age), a reasonable teacher would be expected to be more careful—to provide closer supervision, clear warnings, and more explicit instructions. If teachers fail to use reasonable care, there is a breach of duty and they are considered negligent.

3. The teacher's negligence caused the student injury. To recover damages against the teacher, a student must show that it was the teacher's negligence that caused the injury.

4. The student sustained provable damages by the teacher's negligence. Students must show actual damages in order to recover from a teacher's negligence. Such damages can include monetary loss (e.g., medical expenses) or absence from school.

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[1]Fischer, L., Schimmel, D., and Kelly, C. Teachers and the Law, White Plains, NY: Longman, Inc. 1987.

In sum, the law requires teachers who carelessly cause injury to pay compensation. In most court cases, teacher negligence becomes the critical issue. Teachers should remember that they are subject to the same law as other citizens who are held financially responsible for their negligence. Just as responsible drivers purchase liability insurance for their cars, so responsible teachers should carry professional liability insurance to provide extra financial protection for their students and themselves.

First Aid and Emergency Care

This section is written to provide the teacher with a brief overview of the elements of first aid and emergency care. The topics of breathing, choking, bleeding, shock, and fractures will be covered. Each topic section will include a brief description of that injury, signs to watch for, and first aid tips. For more detailed information on how to properly perform and teach the specifics of emergency medical care, resources such as What To Do Until the Ambulance Arrives (1986) published by the Utah Emergency Medical Training Council, the Utah Department of Health, and the Utah Office of Education or Sparky's Fire and First Aid for Young People (1985) published by the Salt Lake Chapter American Red Cross may be helpful. Teachers are strongly encouraged to participate in the various first aid and CPR training courses offered by local hospitals and Red Cross offices.

First aid is the first help given to someone who is hurt or sick. It involves knowing how, when, and who to help. First aid is also knowing what to do and what not to do at the scene of an accident. The first rule in first aid is to STAY CALM. By remaining calm, a person can better remember what to do to help the injured person and this will also help the injured person remain calm.

Breathing - Choking

We all need to take oxygen into our body in order to live. If a person is not breathing, brain damage can occur within 4-6 minutes. Normal breathing involves the chest rising and falling as air is breathed in and out. Usually air can be heard coming out of the mouth and felt coming out of the nose and mouth. A normal breathing rate is 12-20 breaths per minute.

Signs of Breathing Problems

1. No air is heard or felt at the nose or mouth.
2. Breathing is a noisy, bubbling sound.
3. Breathing is slow.
4. Person is pale, grayish-blue (cyanotic).
5. Person's chest is not moving up and down.

First Aid for Breathing Problems

1. Stay calm.
2. Check for signs of breathing (look, listen, feel for air movement).
3. Get help quickly.
4. Keep people away.
5. If properly trained, administer:
   - •Heimlich maneuver for choking.
   - •Mouth-to-mouth resuscitation for lack of breathing.

   If there is any air exchange, try to keep the patient calm and get help. DO NOT administer the Heimlich or Mouth-to-mouth because the swallowed object may move and completely obstruct the airway.

Bleeding

Without oxygen, the brain will suffer irreversible damage in 4-6 minutes. Blood carries oxygen to body tissues and transports white blood cells that combat infection in the body. Blood also removes waste products from the body. It is this blood circulation that keeps body cells healthy.

First Aid for Cuts and Bleeding

1. Stay Calm.
2. Get help quickly.
3. Keep person from moving.
4. Keep people away.
5. Control the bleeding:
   - Apply direct pressure over the wound either with your hand or clean material.

- If bleeding persists, maintain the direct pressure and elevate the wound.
- If bleeding still persists, apply pressure point method along with direct pressure on the wound.

Shock

Shock may occur as a result of an accident, severe bleeding, or with severe pain. Shock causes the blood vessels to enlarge causing them to function improperly. When the blood vessels malfunction, the brain is deprived of the blood it needs to live and can cause death. Shock can occur several minutes to an hour after an accident. Shock can be easily simulated by having the students hold their breath for as long as they can. The feelings felt after this experience are similar to the disorientation that occurs with shock.

Signs of Shock

1. Restlessness, anxiety, fear.
2. Weak, rapid pulse.
3. Cold, clammy skin.
4. Sweating.
5. Pale, grayish-blue face.
6. Shallow, irregular, rapid breathing.
7. Dull eyes, dilated pupils.
8. Nausea, vomiting.
9. Dizziness, fainting.

First Aid for Shock

1. Stay calm.
2. Have victim lie down, keep victim from moving.
3. Get help quickly.
4. Keep people away.
5. Cover victim; keep victim warm.

Fractures, Sprains, Dislocations

A fracture is a break in a bone. There are basically two types of fractures: 1) open (compound) - skin has been broken and the bone protrudes through the skin, and 2) closed (simple) - skin has not been broken. A dislocation is where the bones that form a joint are displaced, e.g. shoulder, elbow, finger, hip, ankle. A sprain is where a ligament is torn or stretched.

Signs of Fractures, Dislocations, Sprains

1. Arm or leg angled where there is no joint.
2. Soreness, tenderness at point of break.
3. Swelling.
4. Bruising, discoloration.
5. Loss of movement.

First Aid for Fractures, Dislocations, Sprains

1. Stay calm.
2. Keep person from moving (Do NOT move the fracture).
3. Get help quickly.
4. Keep people away.
5. Cover the person.
6. Treat for shock.

School Policy and Procedures for Playground Safety

The following are school policy guidelines suggested to improve playground safety. These suggestions have been provided by the Utah Department of Health, Family Health Services Division. The guidelines fit into six categories: Utah Environmental Health Regulations; playground design and maintenance suggestions; equipment-related suggestions; staffing suggestions; supervision suggestions; and instruction-oriented suggestions.

Utah Environmental Health Regulations

1. All playgrounds will be inspected at least annually by environmental health inspectors of the local health department. Environmental hazards will be identified for correction.

2. Policies and procedures for playground safety should be established.

Playground Design and Maintenance Suggestions

1. Playgrounds will be designed to promote a safe flow of traffic between areas.

2. When contemplating the purchase of new play areas and/or equipment, the local health department will be consulted to assist in identifying safe, appropriate equipment.

3. Fences or other barriers should be in place to separate the playground from adjacent streets.

4. Personnel will conduct a daily check for broken glass and other litter that may be near playground equipment and which could cause an injury.

5. A written schedule for regular maintenance will be developed, posted, and followed.

6. Absorbent surfaces on playgrounds are maintained weekly.

Equipment-Related Suggestions

1. All playground equipment will be well maintained, oiled, etc. Broken equipment or identified hazards will be corrected, replaced or removed. A written schedule for regular maintenance will be developed, posted and followed.

2. When contemplating the purchase of new play areas and/or equipment, the local health department will be consulted to assist in identifying safe, appropriate equipment.

3. Swings will be placed away from other activities or equipment. Swings should have a minimum clearance of 16 feet.

4. A minimum clearance of 18 inches is recommended between the outside edges of swings and between the swings and nearby components such as frames or supporting structures.

5. All equipment should have adequate space so children can exit safely without interference from children playing or exiting other equipment.

Staffing Suggestions

1. Adequate playground supervision will be provided whenever students are playing outside.

2. A supervision schedule will be developed and posted. Whenever a supervisor is unable to carry out their responsibilities an alternate will be provided.

3. There will be at least three staff members that are certified first-aid specialists in the school at all times. The names of certified staff members will be announced in a faculty meeting and posted near first-aid supplies.

Supervision Suggestions

1. A policy will be implemented which will require younger children to play in an area separate from older children.

2. Children will not be permitted to use wet or damaged equipment.

3. The number of children using the same piece of equipment at the same time will be restricted. (When too many children want to use the same equipment suggest that they take turns or direct their attention toward another activity.) Close supervision is necessary in this situation.

4. The play pattern of the children will be observed and any possible hazards will be noted. Suggested equipment usage or changes should be discussed and agreed upon at a faculty meeting and then they should be implemented.

5. Complete a report form on all injuries serious enough to require one of the following: a) the student missing one-half day or more of school or b) the student being seen by a health-care provider. These injuries will be reported on a Student Injury Report form and a copy mailed to the school's district office and the Utah Department of Health, Childhood Accidental Injury Prevention Program. The original is retained in the Principal's office.

Instruction-Oriented Suggestions

1. All children will be taught the proper use of playground equipment and proper play on the playgrounds at least once each year. Make playground safety a priority for staff.

2. Preventive strategies and attitudes among school personnel will be implemented.

3. All school personnel will attend playground safety inservice as part of a faculty meeting once each year. New staff will receive inservice within 30 days of beginning employment.

4. Playground Safety will be taught in each class.

CHAPTER 2

CURRICULUM MATERIALS

This chapter consists of two sections. The first section includes a curriculum framework and student assessment instruments. The second section contains individual learning activities.

Two tests have been provided for pre- and post-testing procedures with the students. Test A has been developed for primary grades and Test B for the intermediate grades. Answer keys have also been provided. These tests may also be used for teacher inservice.

Test A will need to be administered orally to primary grade children. It is suggested that the best procedure would be to administer the test in a one-on-one setting. If this is not possible read and explain each item as you go through the test. Some items, for example, #4 and #17 would be best answered orally.

The learning activities were written in a multidisciplinary lesson plan format that can be easily adapted to a variety of teaching situations. The intent is to provide enough information so the master teacher can adapt the learning experience to their personal style and school situation. Each activity can be presented as a complete learning experience. However, if children are to reap maximum educational benefits with respect to playground safety, it is suggested that activities be assembled into a meaningful unit. The Curriculum Framework will assist the teacher in identifying objectives and activities that meet local needs. Worksheets were designed to become part of a Playground Safety Journal. As activities occur, each entry should go into the Journal (see Activity 1 for information on organizing the journal).

The following Curriculum Framework may be of help in organizing a safety unit. This framework lists each objective, corresponding activity titles, and the appropriate grade levels.

CURRICULUM FRAMEWORK

Program Goal 1: To provide an initial experience to prepare students for a unit on playground safety.

Topic: Preparation

Objective: The students will create covers for their Playground Safety Journals.

Activity: Getting Started, Grades K-6

Program Goal 2: To acquaint the students with potential safety hazards found on a playground.

Topic: Hazards

Objective: The students will identify potential playground safety hazards.

Activity: Sensory Hazard Search, Grades 1-6

Activity: Safety Sleuths, Grades 2-6

Activity: Hooked on Safety, Grades K-4

Objective: The students will evaluate playground safety using criteria provided.

Activity: Playground Report Card, Grades 5-6

Objective: The students will recognize and identify potential hazards on their school's playground.

Activity: Playground Scavenger Hunt I, Grades 1-6

Activity: Playground Scavenger Hunt II, Grades K-6

Program Goal 3: To give students experiences that identify consequences of contact with certain surfaces and objects found on the playground.

Topic: Surfaces and Objects

Objective: The students will conclude that falls on a hard surface have greater injury potential than falls on loose surfaces.

Activity: Egg Heads and Rotten Apples, Grades K-6

Objective: The students will conclude that sharp points, corners, edges, and other protrusions are potential sources of serious injuries.

Activity: Orange You Glad You Aren't a Banana? Grades K-6

Program Goal 4: To identify appropriate and inappropriate playground behaviors.

Topic: Behavior

Objective: The students will infer that there are advantages to appropriate playground behavior.

Activity: Playground Safety Stars, Grades K-4

Objective: The students will infer why getting sand in the eyes can be dangerous.

Activity: A Grape for an Eye, Grades K-6

Objective: The students will consciously strive for an accident free playground.

Activity: Accident Free Days or "Ban the Band-Aids," Grades K-6

Objective: The students will analyze accident prone areas of the playground.

Activity: An Accident Profile: Grades 3-6

Program Goal 5: To provide instruction in how to deal with accidents when they do happen.

Topic: First Aid

Objective: The students will define first aid.
Activity: Defining Playground First Aid, Grades K-3

Objective: The students will know what to do in the event of an accident on the playground.
Activity: Playground First Aid, Grades K-6

Objective: The students will utilize classification skills to learn to cope with playground tooth injuries.
Activity: A Branching Key for Tooth Injuries, Grades 3-6

Program Goal 6: To give students an opportunity to use what they have learned about playground safety in practical ways.

Topic: Application

Objective: The students will apply the information learned in this unit to design a playground that will be both safe and fun.
Activity: Design A Safe Playground, Grades K-6

Objective: The students will design playground safety posters.
Activity: Safety Signs, Grades 3-6

Objective: The students will design a safe, hazard free, playground.
Activity: Design in ACTION, Grades 3-6

Objective: The students will use playground safety principles to write a script and produce a video demonstrating and illustrating playground hazards and safe playground behavior.
Activity: Class Safety Video, Grades 4-6

Name_____

Test A
PLAYGROUND SAFETY

1. What advice would you give the students in the pictures below so they could qualify to be "Playground Safety Stars"?

Student A

_____

_____

Student B

_____

_____

Student C

_____

_____

2. Which of the following is <u>not</u> a soft surface for playgrounds?
   (a) wood chips
   (b) sand
   (c) asphalt
   (d) pea gravel

3. The first rule in first aid is to:
   (a) run away
   (b) stay calm
   (c) don't cry
   (d) get help

4. Why would wood chips be better under a set of jungle gym bars than concrete?

_____

_____

_____

5. The following pictures are out of order. If you found someone with an eye injury what would you do first, second, third? Put a "1" underneath the picture that should happen first; a "2", second; a "3", third.

"Do not rub eye"

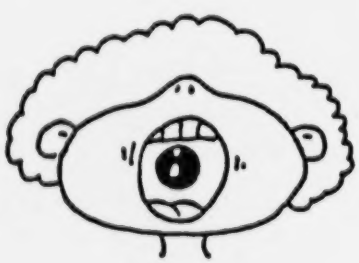
"Get help"

"Be calm"

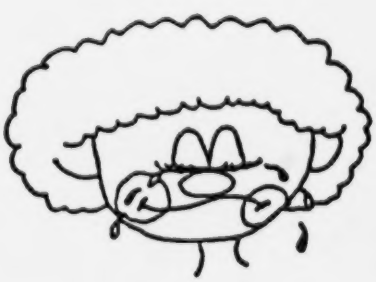
___ ___ ___

6. Circle the person who is calm.

A



B



C

7. Playground accidents can happen when:
   (a) students have poor playground behavior.
   (b) teachers aren't watching carefully.
   (c) playground equipment is made poorly.
   (d) all of the above.

8. If there is a serious accident and no adult is around, you should:
   (a) stay calm.
   (b) call "911" or "0".
   (c) all of the above.
   (d) none of the above.

9. When you find a person who is hurt, why is it important for you to stay calm?
   (a) They will like you better.
   (b) You can remember how to help them.
   (c) The hurt person will stay calm.
   (d) Both (a) and (b).
   (e) Both (b) and (c).

10. If you found a person who had fallen from a slide and sprained their ankle, what would you do? Put a "1" by the thing you would do first; a "2", second; "3", third; and "4", fourth.
   _____ Keep people away.
   _____ Get help.
   _____ Stay calm.
   _____ Keep victim from moving.

True/False

Put a "T" if the statement is true; and "F", if false.

_____11. First aid is helping someone who is hurt.

_____12. Grass is a softer surface than asphalt.

_____13. If you are calm when someone is hurt, you scream and cry.

_____14. Hard surfaces are best for playgrounds because they last longer.

_____15. It's a good idea to call "911" or "0" often so that you can remember these emergency numbers.

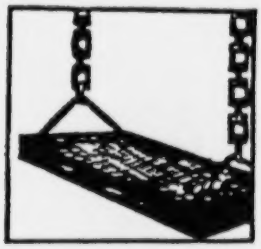
_____16. Trash and broken objects on the playground can cause injuries.

17. Explain how you would fix the following safety hazards.

"S" hook

_____

_____



Hard swing seats

_____

_____

Swing mount

_____

_____

18. If one of your teeth has been knocked out or cracked, you should:
    (a) go to the dentist immediately.
    (b) clean your broken/knocked out tooth carefully.
    (c) use a sharp object to clean tooth.
    (d) use a hot compress.

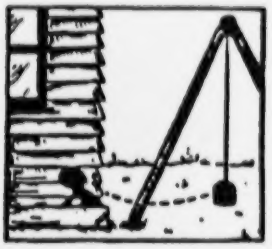
19. Match the picture to the the type of playground hazard listed. Draw a line from the correct picture to the words that tell about it.

a. A place where you could tear your clothing or scrape your skin.

b. A place where you could get your fingers pinched or crushed.

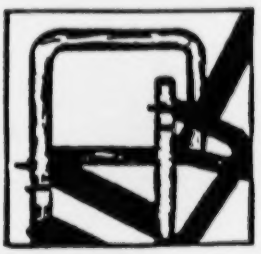
c. A place where you could get caught or strangled.

(1)



(2)

(3)



(4)

ANSWER KEY
Test A

1. (A) Don't climb up the slide
   (B) Don't run in front of swings
   (C) Don't push others while on slides.

2. (c)

3. (b)

4. Wood chips would be a better cushioning surface when students fall or jump off.

5. 2, 3, 1

6. A

7. (d)

8. (c)

9. (e)

10. 3, 2, 1, 4

11. T

12. T

13. F

14. F

15. F

16. T

17. —squeeze the "s" hook closed with pliers
    —replace with soft swing seats
    —mount swings below the ground surface

18. (a)

19. a. - 3
    b. - 4
    c. - 2

Name_____

Test B
PLAYGROUND SAFETY

True/False

_____1. First aid is helping someone who is hurt.

_____2. Swing seats should be made of hard, heavy material.

_____3. "S" hooks are recommended on playground equipment.

_____4. There are two emergency phone numbers that we can call. They are "911" and "0".

_____5. Sand is better under swings than asphalt.

_____6. Hard surfaces are best for playgrounds because they are more durable and will last longer.

_____7. Exercise rings should be at least 5 to 10 inches in diameter.

_____8. Slides should have an angle greater than 50 degrees.

_____9. Jungle gym bars should be about 1 5/8 inches in diameter.

_____10. There should be 20 inches between the steps and rungs on playground equipment to make climbing easier.

_____11. Trash and broken items on the playground can cause accidents.

_____12. Once playground equipment has been purchased and properly installed, there are no additional playground safety concerns.

Multiple Choice

13. Playground injuries can result from:
    (a) improper playground behavior.
    (b) inadequate adult supervision.
    (c) faulty playground equipment.
    (d) all of the above.

14. To insure adequate cushioning, a playground surface should have at least:
    (a) 6 inches of a material like wood chips or sand.
    (b) 12 inches of a material like wood chips or sand.
    (c) 6 inches of asphalt.
    (d) 12 inches of asphalt.

15. If you get something in your eye, which of the following would you not do:
    (a) stay calm.
    (b) keep injured eye closed.
    (c) rub your injured eye.
    (d) use buddy system to get help.

16. The first rule of first aid is to:
    (a) stay calm.
    (b) call "911" or "0".
    (c) run away.
    (d) move the victim.

17. If there is an accident and no adults are around, you should:
    (a) call "911" or "0".
    (b) stay calm.
    (c) all of the above.
    (d) none of the above.

18. Which of the following are important items to check on a swing set?
    (a) "S" hooks are closed.
    (b) Swing seats are made of soft material like plastic or canvas.
    (c) Swings are away from places where people run.
    (d) All of the above.

Short answer

19. When you find a person who has been hurt, why is it important for you to stay calm?

20. If you were asked to buy and install a slide for your school what suggestions would you give to make sure the slide would be safe?

21. Why would wood chips be better under a set of jungle gym bars than asphalt?

22. A friend has been hit in the head by a moving swing. The head has been cut and is bleeding. What four things should you do?

    1._____

    2._____

    3._____

    4._____

23. What are the students in the following pictures doing wrong as they play on the playground equipment?

Student A

_____

_____

Student B

_____

_____

Student C

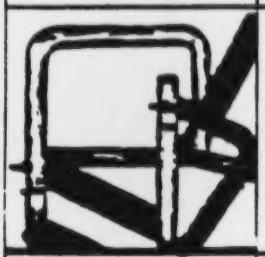
_____

_____

24. Record the steps on first aid for both types of tooth injuries--a knocked out tooth and a cracked/broken tooth.

Knocked-out Tooth	Cracked/Broken Tooth
1.	1.
2.	2.
3.	3.
4.	

25. Each picture illustrates a potential safety hazard. Complete the Safety Hazard Chart by indicating why each situation is dangerous and how it could be corrected.

Hazard	Why Dangerous?	Correction
		

ANSWER KEY
Test B

1.	T	7.	F	13.	d
2.	F	8.	F	14.	a
3.	F	9.	T	15.	c
4.	T	10.	F	16.	a
5.	T	11.	T	17.	c
6.	F	12.	F	18.	d

19. • So you can remember what you can do to help them.
• So the victim will remain calm.

20. • Appropriate surfaces underneath.
• Slide's sides are at least 2 1/2" high.
• Slide's angle is less than 30 degrees.
• Protective railing at high places on slide.
• Slides installed facing north or in the shade.
• Slide maintained throughout it's use.
• Install in uncongested areas.
• Maximum 6 feet high.

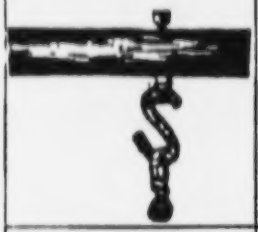
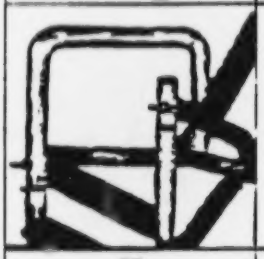
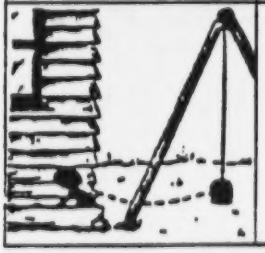
21. Soft surface provides more cushioning than hard surfaces.

22. 1. Stay Calm.
2. Get help.
3. Keep people away.
4. Keep victim from moving.

23. (a) Don't climb up slide, you could fall and injure yourself.
(b) Don't run in front of areas where others are swinging.
(c) Don't push or shove when climbing up slides.

24.

Knocked-out Tooth	Cracked/Broken Tooth
1. Do not clean tooth.	1. Clean injured area with sterile gauze and warm water.
2. Do not touch root ends.	2. Place cold compress on face next to the injured area.
3. Place tooth in milk, cool water, or a wet cloth.	3. Take victim to the dentist.
4. Take victim to the dentist.	

Hazard	Why Dangerous?	Correction
	Fingers and clothing may be caught.	Pinch ends shut.
	Could cut or puncture skin or catch clothing.	Cover with a smooth, protective, unremovable cap. Paint protrusion with bright colored paint.
	Ring is between 5-10 inches in diameter - could cause strangulation or broken limbs.	Remove or replace with rings that have a diameter less than 5 inches or greater than 10 inches.
	Can cause serious injury if it strikes a child's body or head.	Replace seat with a soft, lightweight material--plastic, canvas, or rubber.
	The person swinging could injure themself if they hit the building.	Move the swing set so there is adequate space between the swing and the building.

Getting Started

Grade Level: K-6

Objective: The students will create covers for their Playground Safety Journals.

Vocabulary:
Playground Safety
Accident
Injury

Materials:
This depends on the type of binder you desire your class to make:

Report cover: 2 clear plastic report covers, 1 piece of type paper or a heavier weight for each child, art media as desired.

9X12 Poster Board: 2 poster boards for each child (front & back) 2 or 3 brads for each child, art media as desired, a spiral binding or rings can be substituted for the brads.

Construction Paper: 2 pieces for each child (front & back), 2 or 3 brads for each child, hole reinforcers, art media as desired.

Preparation:

The purpose of this activity is to introduce the playground safety unit by making covers and a binder for the worksheets and activities that will be used in the unit.

Procedure:

(1) Begin the activity by discussing accidents and injuries that have happened on the playground. Indicate that the class is going to study playground safety and the need to create a cover for their materials. Briefly explain the various journal entry sheets that the students will be involved with to pique their interest.

(2) Follow the procedure you have selected for your cover. Indicate that the title and pictures must include some ideas related to playground safety.

Extensions:

(1) Have a book cover fair where students exhibit all their covers for the rest of the school.

(2) Involve students in individual sharing where they each have an opportunity to explain their cover and why they designed what they did.

(3) Encourage the students to think of a creative title for their Playground Safety Journal.

Sensory Hazard Search

Grade Level: 1-6

Objective: The students will identify potential playground hazards.

Materials:
Cloth blindfolds (one per pair of students)

Vocabulary:
Buddy system

Preparation:

For this activity, pair your students. These pairs of students need to operate as a buddy system, with one person blindfolded and while the other leads. The safety of the blindfolded person is the responsibility of his buddy.

Caution: Each of the steps in this activity must be appropriately staged, or you may actually generate hazards.

Procedure

(1) Explain how the buddy system works. Emphasize the need to follow directions and care for each other.

(2) Assign pairs and distribute blindfolds. Proceed to the playground blindfolded under the buddy system. If you must cross streets to get to the playground do not put the blindfold on until the students are in the playground.

(3) For the first experience have the student acting as the guide lead the blindfolded person to a sharp object. The blindfolded person should feel and describe the object. Call the group back together, remove the blindfolds, and discuss the experience.

(4) Switch blindfolds for each pair. Position the group near the swings. Ask the blindfolded students to listen carefully as a person swings and another person runs by. With the blindfolds still on have different students

describe the possible hazards they heard. Then remove the blindfolds and discuss the hazard of running too close to a swing.

(5) Return to the classroom and discuss how a deaf or blind person would use a playground. Also discuss how at times all of us become "deaf" or "blind" to different hazards and what we can do to prevent this "deafness" and "blindness."

Extensions:

(1) Design a playground for handicapped children.

(2) Have a blind person visit the class and discuss what they do for recreation. Have them discuss how they played on playgrounds as a child. Have them share what playground equipment they like.

Safety Sleuths

Grade Level: 2-6

Objective: The students will identify potential playground hazards.

Materials:
Sleuth Journal Entry Sheets
Clip Boards (clip clothes pins and piece of cardboard)

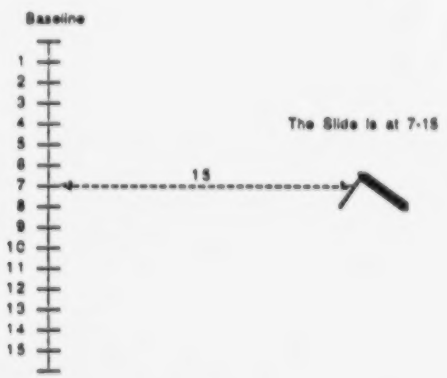
Vocabulary:
Sleuth
See also Journal Entry vocabulary

Preparation:

Review the journal entry sheets carefully to insure that each student understands the vocabulary. You may need to make a map (picture) of the playground for lower grade level children. Grades 4-6 should be able to make their own map, or data can be collected and a group map made.

Mapping Suggestions: Use a grid system for making your map. To do this lay out a baseline along one edge of the playground. Do this in either meters or feet. Mark off every foot or meter with a small chalk mark and every tenth unit with a long mark. Students then move along the base line until they are at a right angle to the object they want to locate. They then measure how far it is to the object. Using the appropriate scale, they transfer the information to their journal map.

Example:



Procedure:

(1) Start the activity by discussing the meaning of "sleuth."

(2) Indicate that the purpose of this activity is for each person to become a playground safety sleuth. Emphasize the need to know how to gather and record evidence.

(3) Distribute the Sleuth Journal Entry Sheets. Journal entry sheet page 1 should be used in conjunction with page 2 and 3. Review all vocabulary and concepts so that all students understand the hazards listed. Explain the mapping requirements and the procedure for identifying hazards.

(4) Indicate that the class will be going to the playground to look for hazards. Each hazard must be documented in writing. It must be located and described.

(5) Go to the playground and document the hazards.

(6) Upon returning to the classroom, assemble the findings into a composite list on the chalkboard. Discuss what kinds of injuries might be caused by each hazard. Submit the list to the principal.

Extensions:

(1) Encourage the students to do the same activity in a public park or playground and submit their findings to a mayor or newspaper. (Perhaps students could submit their findings in the form of a letter to the editor.)

(2) Invite a police detective to the classroom to discuss how police officers collect evidence.

(3) Based on the hazards listed, write a story called "The Day the Playground Fell Apart."

Name_____

Sleuth Journal Entry (page 1)

Playground Danger Points:

1. Visible cracks.
2. Bent, warped, or rusted parts.
3. Open hooks, links, or rings.
4. Worn swing chains or hangers.
5. Loose or heavy swing seats.
6. Swing seats with sharp edges or corners.
7. Broken supports or anchors.
8. Loose footings.
9. Any sharp edge or point.
10. Exposed ends that should be covered by plugs or caps.
11. Bolt ends without caps or covers.
12. Loose bolts or nuts.
13. Protruding nails.
14. Splintered wood.
15. Rotted wood.
16. Lack of lubrication on moving parts.
17. Worn bearings.
18. Broken or missing rails, steps, rungs, or seats.
19. Ground cover worn or scattered.
20. Chipped or peeling paint.
21. Trash or broken glass on ground.
22. Tripping hazards (roots, rocks, boards).
23. Wet areas.

Name_____

Sleuth Journal Entry (page 2)

Make a map of the playground. Locate all equipment.

Name_____

Sleuth Journal Entry (page 3)

Look for playground hazards. As you find them, number each on your map. Then describe each hazard in the space below. Use extra pages if you need them.

Playground Report Card

Grade Level: 5-6

Objective: The students will evaluate playground safety using the criteria provided.

Materials:
Protractors
Rulers
Report Card Journal Entry Sheets

Vocabulary:
Rate (grade)
see also Journal Entry vocabulary

Preparation:

Students may work in groups of 4-6 for this activity. Groups should be of equal size. Each person in the group should have a journal entry sheet. If criteria for rating are clear to the students, there should be some consistency from group to group. You may need to introduce or review how to measure angles with a protractor.

Procedure:

(1) Indicate that the purpose of this activity is to give the playground a grade. To do this, each group is to grade the playground on a list of items.

(2) Distribute, explain the journal entry sheets, and divide the students into teams of 4-6 students. Make sure students are familiar with the vocabulary of the Journal Entry Sheets.

(3) Proceed to the playground and conduct the investigation as outlined on the Journal Entry Sheets. Set a completion time.

(4) Upon return to the classroom, combine the data from each group and give the playground an average grade for each item and then a total grade. NOTE: Weight the grades A=4, B=3, C=2, D=1, F=0. For the average grade of each item, add

the weighted grades and divide by the number of scores. For the total grade add the averages for each item and divide by the total number of items.

(5) Discuss how the grade for the playground might be improved.

Extensions:

(1) Visit other playgrounds and compare your playground grade with others in the area.

(2) Have a district-wide "Playground Safety Report Card" event on an annual basis. See what happens to individual school playground grades over time.

Names _____

_____

_____

_____

_____

Playground Report Card Journal Entry (page 1)

The purpose of this activity is to give the playground a grade. Below are several items related to playground safety. Your job is to carefully compare each item with conditions on the playground. Leave items blank if equipment is missing on your playground. Then grade each item with:

A = excellent, near perfect
B = very good
C = good, but there may be some small problems
D = poor, there are real problems
F = terrible, the equipment or situation is a real hazard

Place the letter grade that your group decides for each item on the blank which has been provided.

_____1. Swing seats are made of plastic, canvas, rubber, or some other soft material.

_____2. All ring diameters are less than 5 inches or greater than 10 inches.

_____3. Horizontal bars are spaced so that a person cannot get their head stuck.

_____4. There are no sharp points, corners, or edges.

_____5. There are no open "S" hooks.

_____6. Hand holds are about $1\frac{5}{8}$ inches in diameter.

Playground Report Card Journal Entry (page 2)

_____7. Rungs are colored brightly so that they are easily seen and distances can be judged.

_____8. Ladder rungs are 7-11 inches apart.

_____9. Climbing equipment has an easy way down.

_____10. Individual swings are at least 18 inches apart.

_____11. Slides face north or are in the shade.

_____12. Slides are at an angle of less than 30 degrees.

_____13. Slides have sides that are at least $2^{1}/_{2}$ inches high that run the entire length of the slide.

_____14. Merry-go-rounds are built so that no one can get under them.

_____15. There is enough room for a class to play without crowding around the same piece of equipment.

_____16. Swings are separated from areas where children run.

_____17. Cushioning (sand, bark, rubber) is provided under all playground equipment.

_____18. Protective railings are present to prevent children from falling from high places.

_____19. Equipment is well maintained. (No protruding nails, loose bolts, splinters, chipped paint, frayed ropes, or broken parts.)

_____20. There is no trash, broken glass, or animal droppings in the play area.

_____21. Swing sets are 16 feet apart from other equipment.

Hooked on Safety

Grade Level: K-4

Objective: The students will identify potential playground safety hazards.

Materials:
Hooked on Safety Picture Set
Paper Clips
Magnet
String (about 3' long)
Stick (about 3' long)
Box
Overhead Projector
Transparencies
Journal Entry Sheets

Vocabulary:
Potential hazard
Improper anchoring
Exposed
Inadequate spacing
See also Information Sheets that follow

Preparation:

Review the following information sheets on potential playground safety hazards and also the material under "General Hazards" in the previous chapter.

Prior to this activity, copy and cut out the small "Hooked on Safety" picture set (pages 56-57). Place paper clips on the pictures and put them in an open box. Tie one end of the string to an end of the stick, and the other end of the string to a magnet.

Make transparencies of each large picture (pages 58-69), then place the original large pictures in the set on a bulletin board.

Procedure:

(1) Introduce the activity by sharing and discussing the information on the transparencies. Point out and carefully explain each hazard.

(2) Indicate that the next activity is to "fish" for pictures of playground hazards. Students are going to use a magnet on a string to fish for pictures like the ones on the transparencies. Pick different children to fish for each picture. As they catch the picture, have them compare the "caught" picture with a picture on the bulletin board. Each of those who fished is to describe the hazard they caught. Repeat the procedure as often as needed to assure that the majority of children understand each hazard and have an opportunity to fish.

Extensions:

(1) Have students make drawings of hazards found on their playground. Use the Journal Entry Sheet provided.

(2) Have students compose an acrostic poem (this is a poem where the first letter of each line spells a particular message) using the words "Hooked on Safety." Use the Journal Entry Sheet provided.

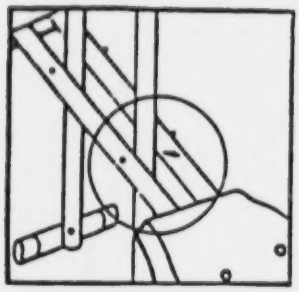
For example:

Having fun
On our playground,
On the swings
Keep sharp eyes on
Equipment
Don't forget

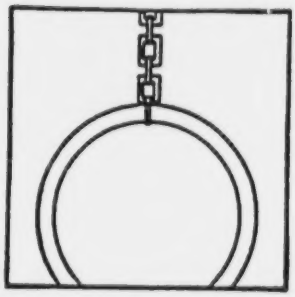
Our first aid
Number one rule:

Stay Calm!
Always remember, never
Forget!
Everyone can have fun
Taking care of oneself.
You and Me, Safety Stars!

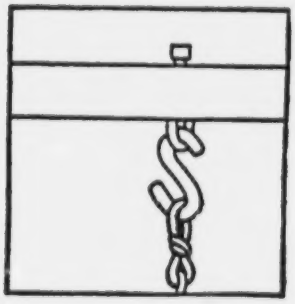
Information Sheet (page 1)



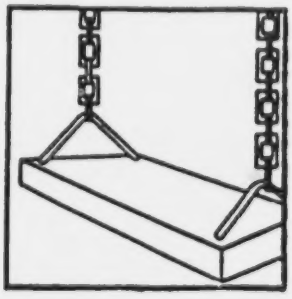
PINCH-CRUSH PARTS
Moving parts, particularly on gliders and seesaws, can pinch or crush fingers.



RINGS
Swinging with exercise rings with a diameter between five and ten inches can entrap a child's head. Remove such rings and discard them where children will not find and play with them.

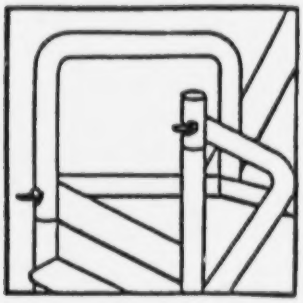


"S" HOOKS
Open-ended hooks, especially the "S" hooks on swings which can catch skin or clothing, should be avoided. If a set has such hooks, pinch the ends in tightly with a pair of pliers.



HARD, HEAVY SWING SEATS
Hard, heavy swing seats can strike a dangerous blow. Choose a set with lightweight seats or purchase such seats separately and replace the hard seats.

Information Sheet (page 2)

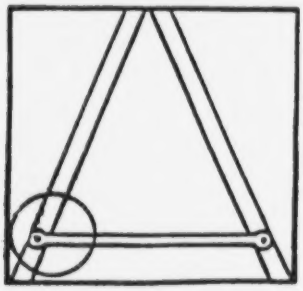


EXPOSED SCREWS AND BOLTS

Most sets include protective caps to cover screws and bolts. When protective caps are not in place, tape over all exposed screws and bolts, even those which appear to be out of the child's reach.

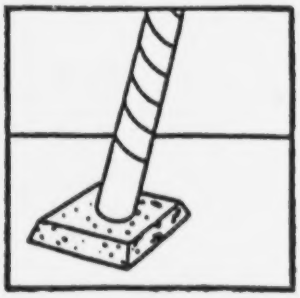
HARD SURFACES

Do not install the set over hard surfaces such as concrete, brick, blacktop or cinders. Grass, sand or protective surfaces/mats are better.



SHARP EDGES

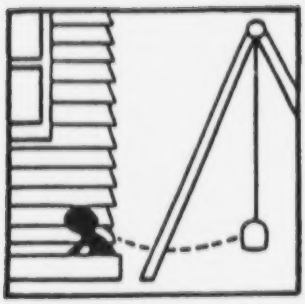
Some sets have sharp edges on points where the parts fit together. Tape over these areas with heavy tape and inspect the taped areas regularly for damage.



IMPROPER ANCHORING

Legs can be set in concrete for stability. All types of anchoring devices should be buried below ground level to avoid a tripping hazard or a hard surface to fall on.

Information Sheet (page 3)



INADEQUATE SPACING
Install the set a minimum of sixteen feet away from fences, building walls, walkways and other play areas such as sand-boxes.

CLIMBING UP SLIDE
Students can sustain serious injuries to themselves by climbing up the slide.

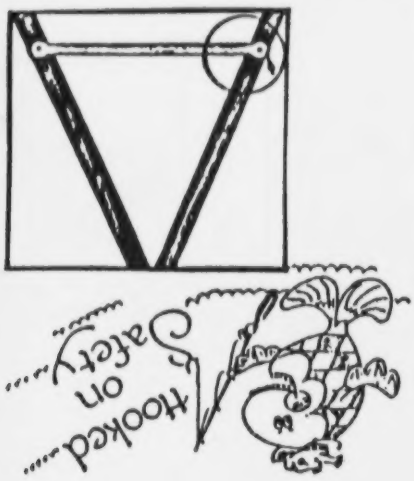
RUNNING IN FRONT OF SWING SET
Serious injuries may result from students running too close to swing sets. Designate proper traffic paths on the playground.

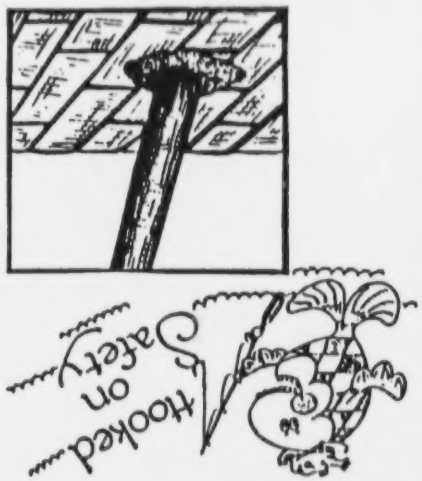
PUSHING ON SLIDE
Pushing on slides may lead to serious injuries to all students playing on or near the slide.

Hooked on Safety

Hooked on Safety

Hooked on Safety


Hooked on safety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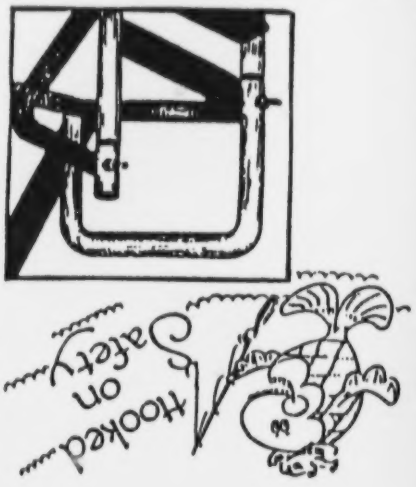
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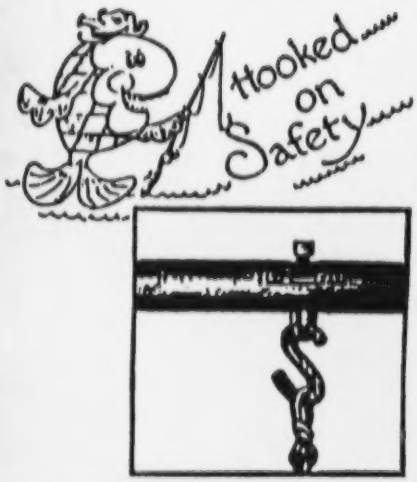
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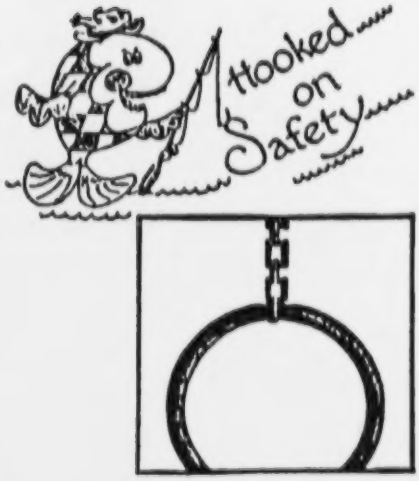
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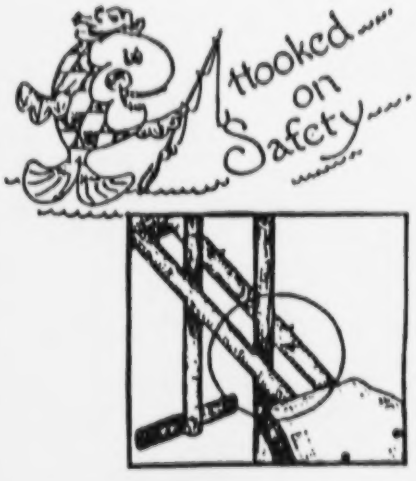
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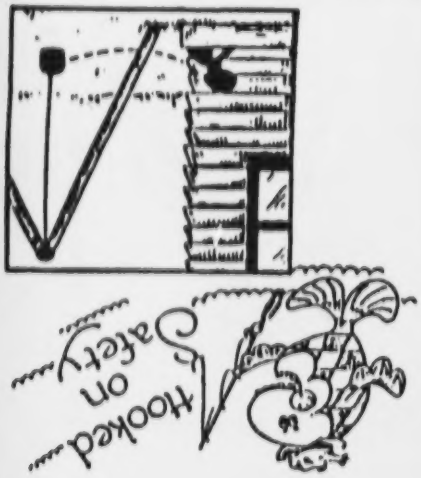
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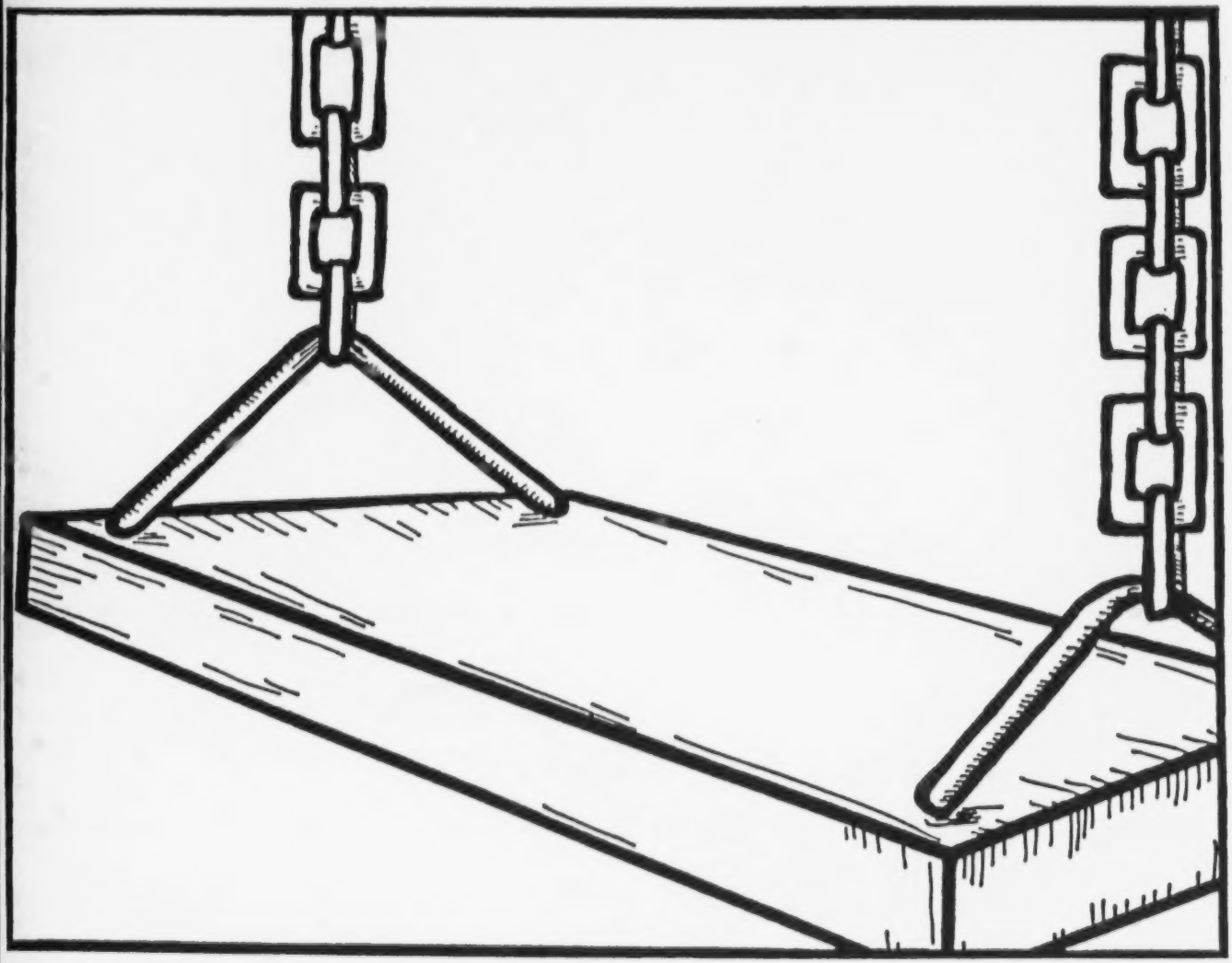
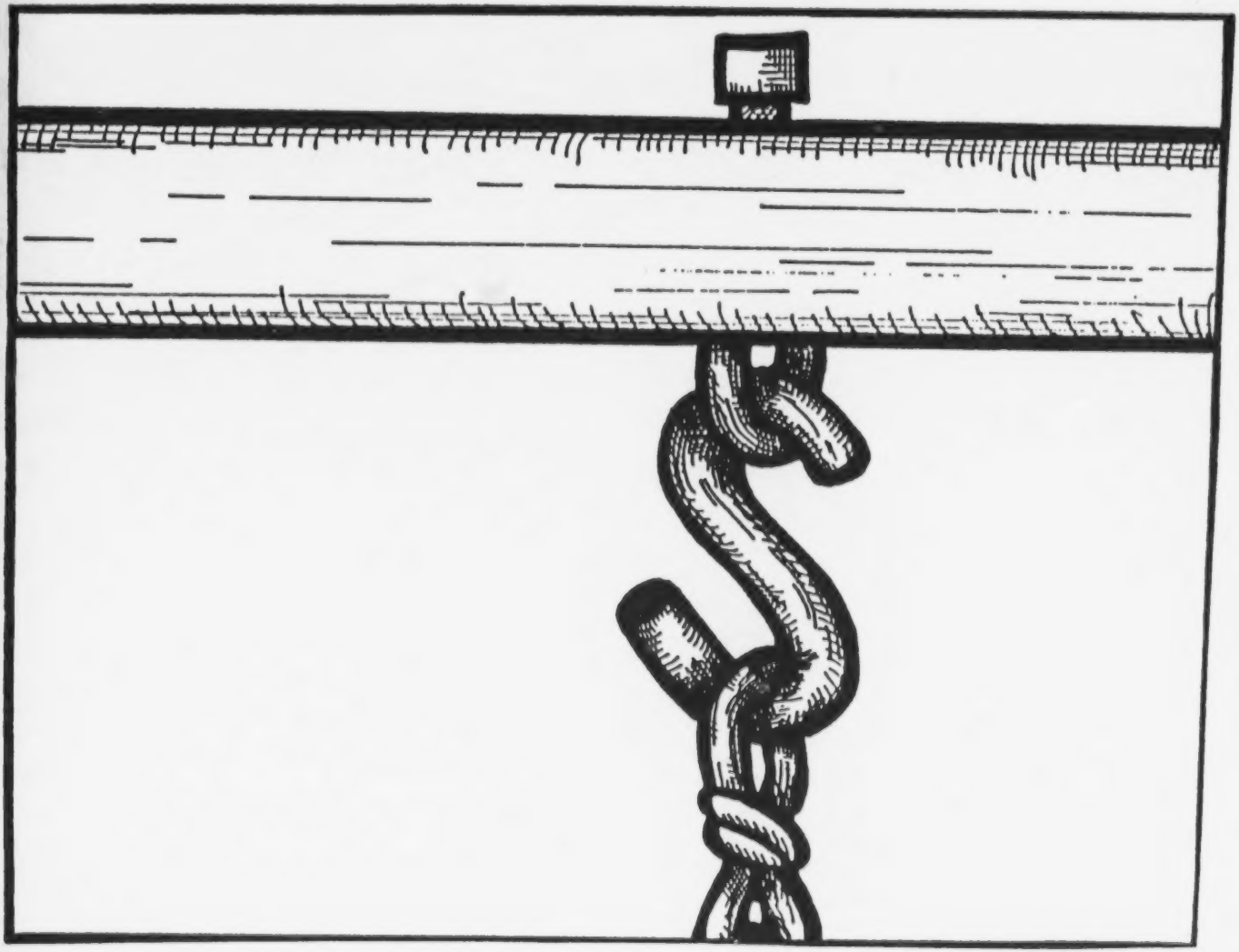
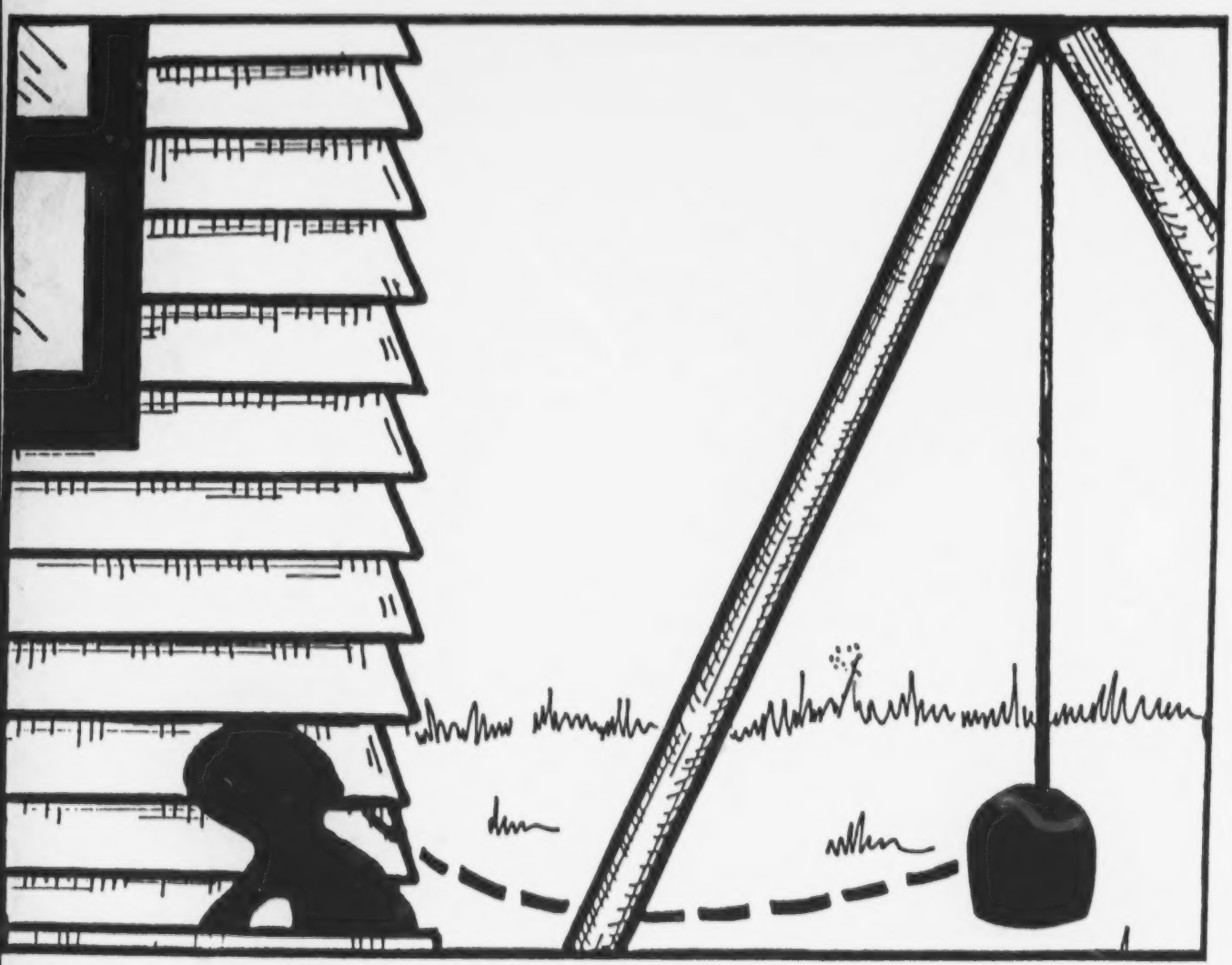
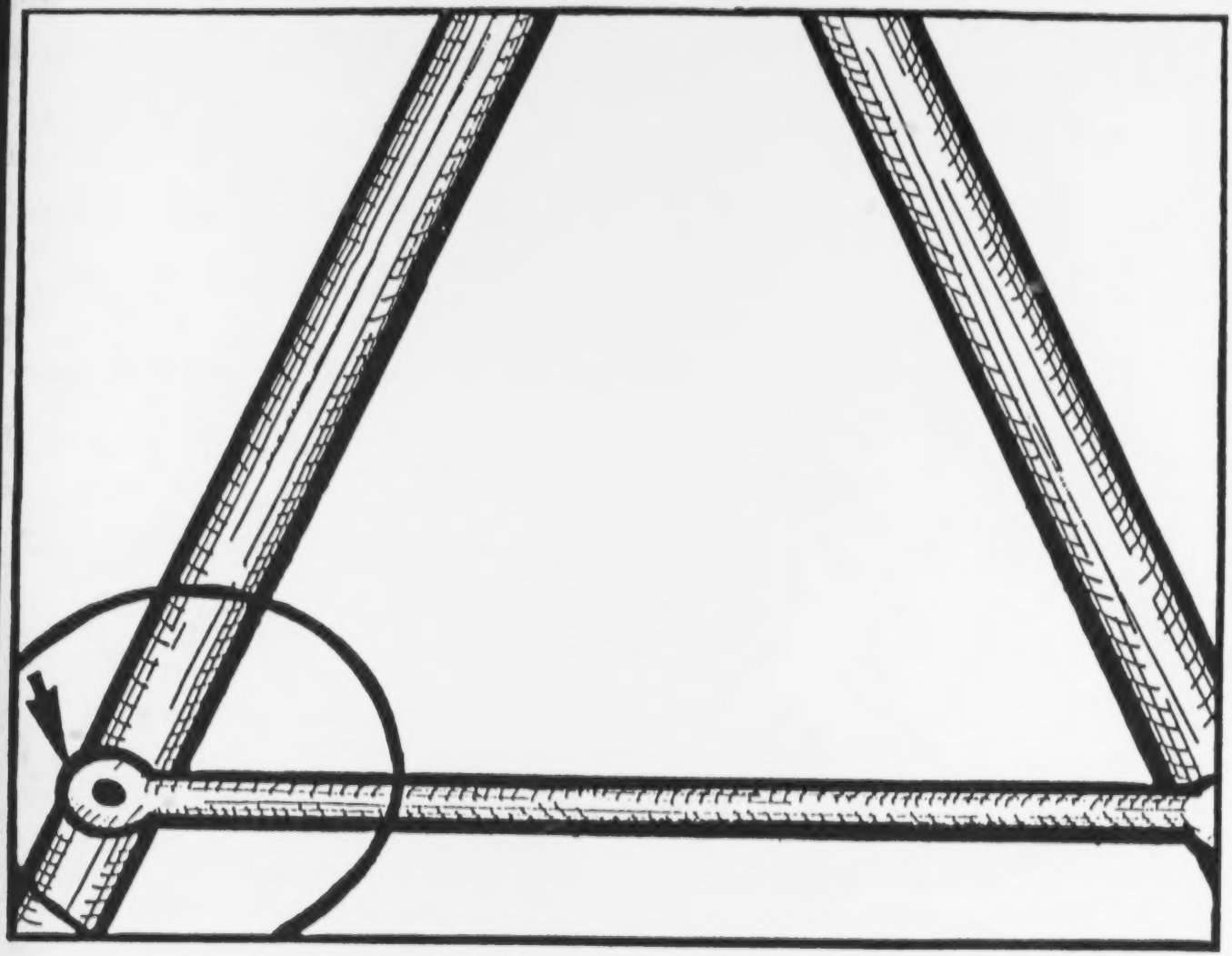
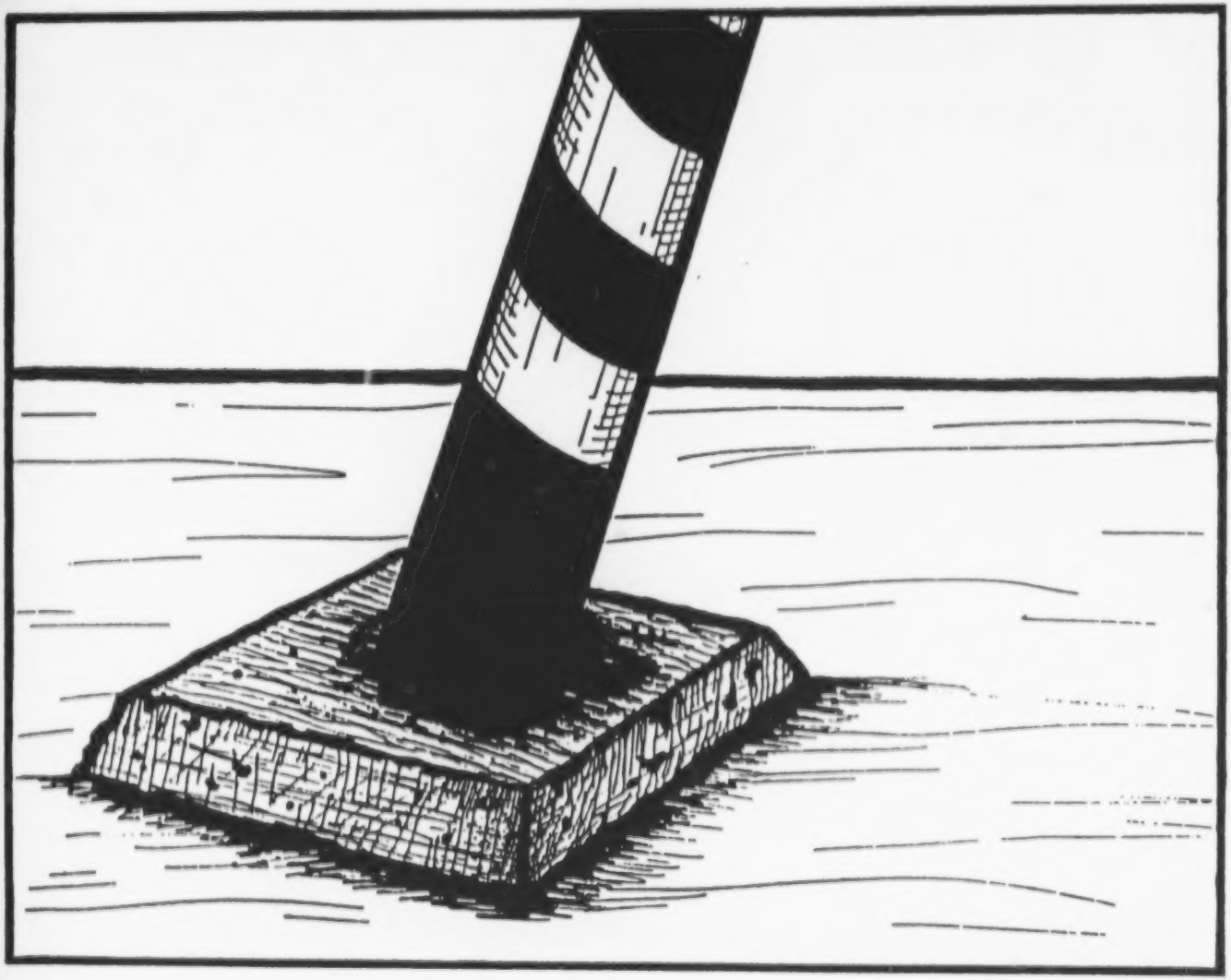
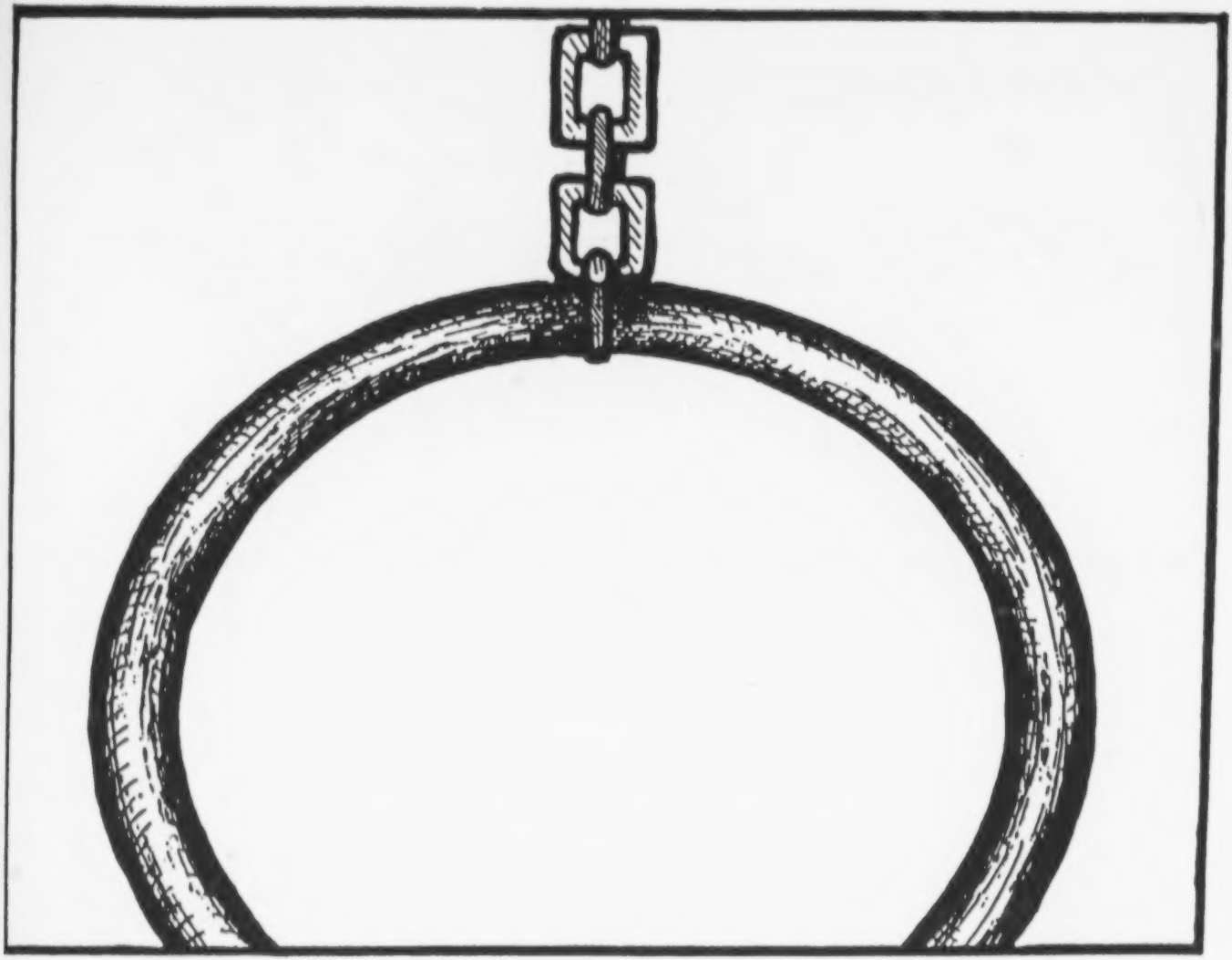


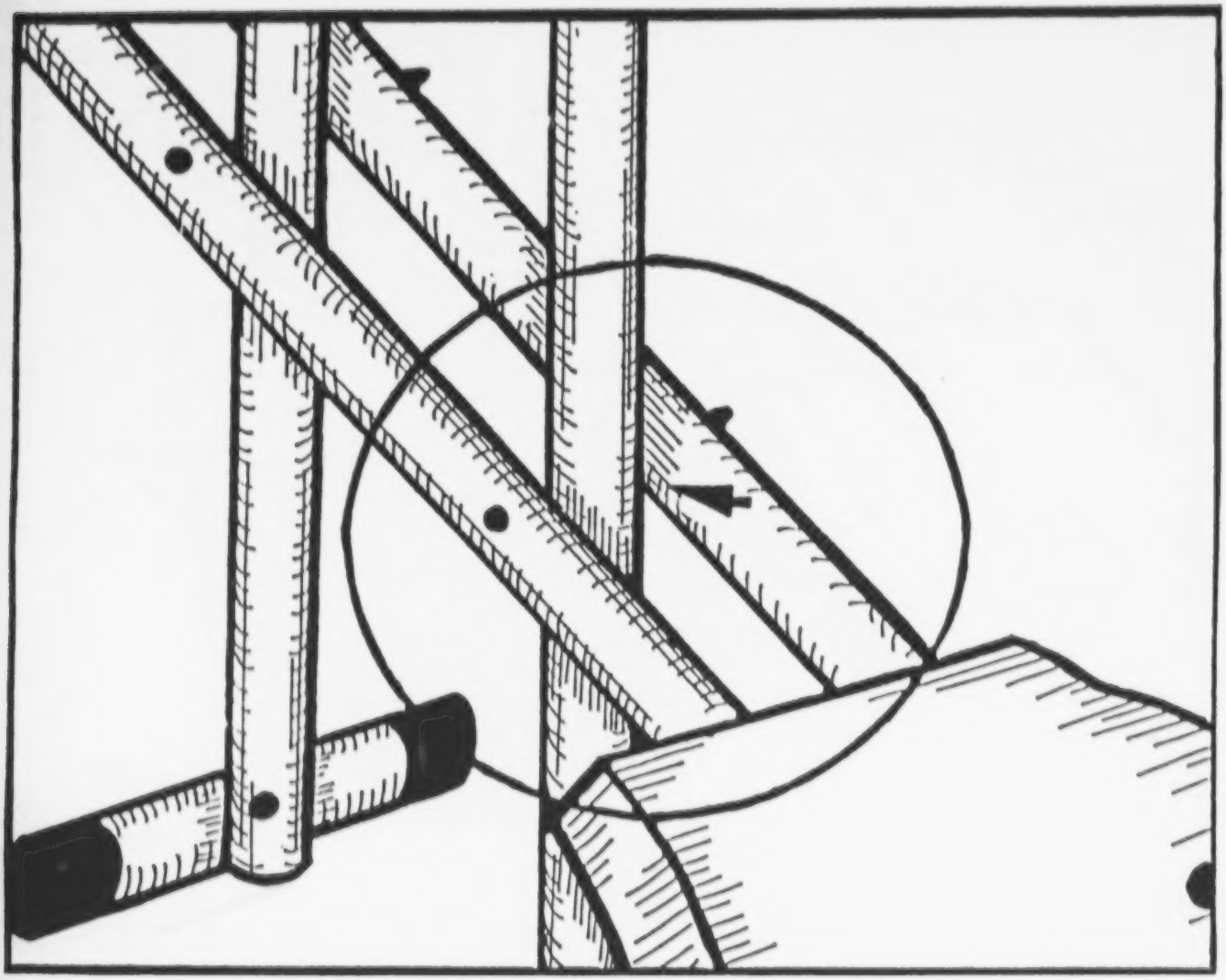


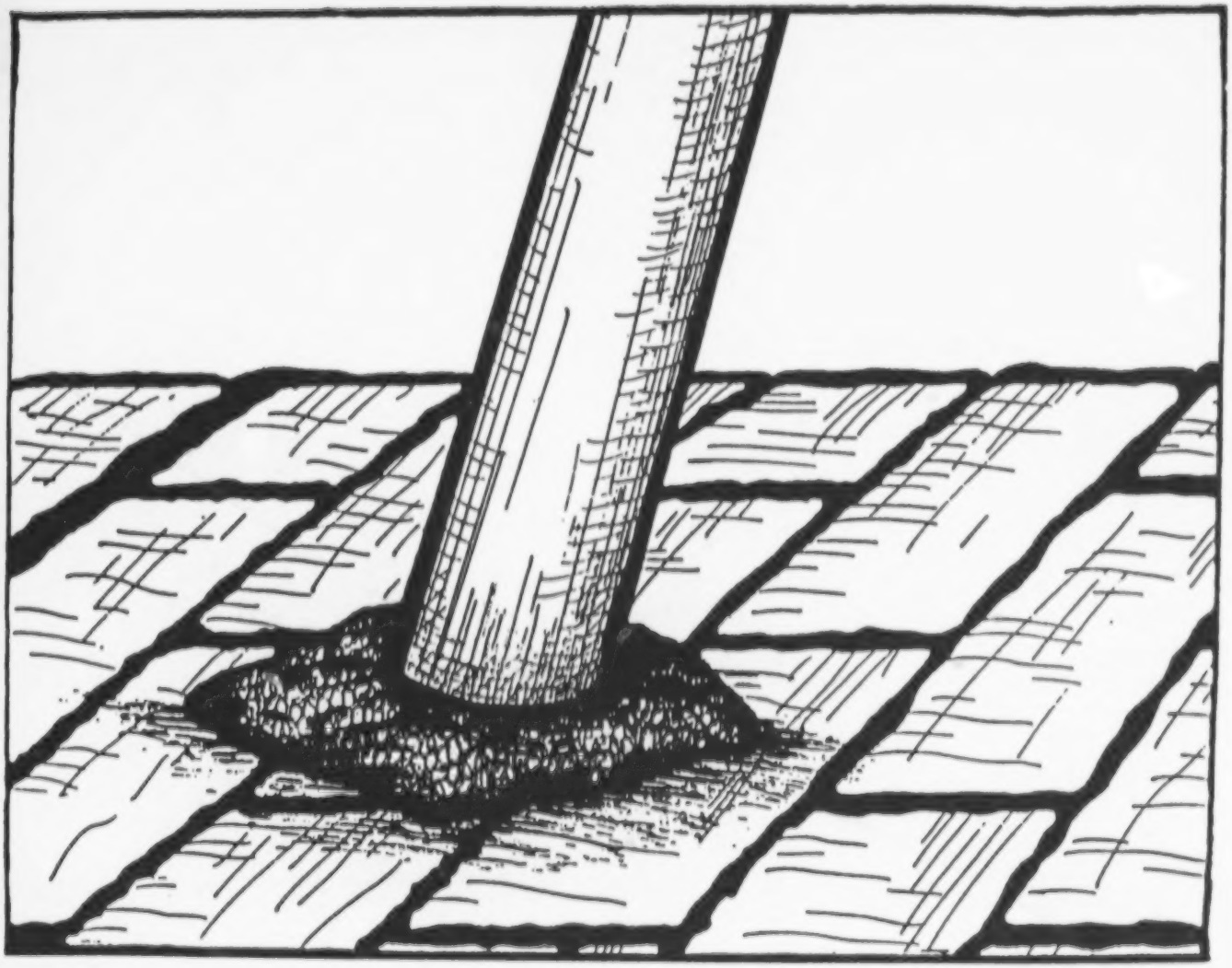


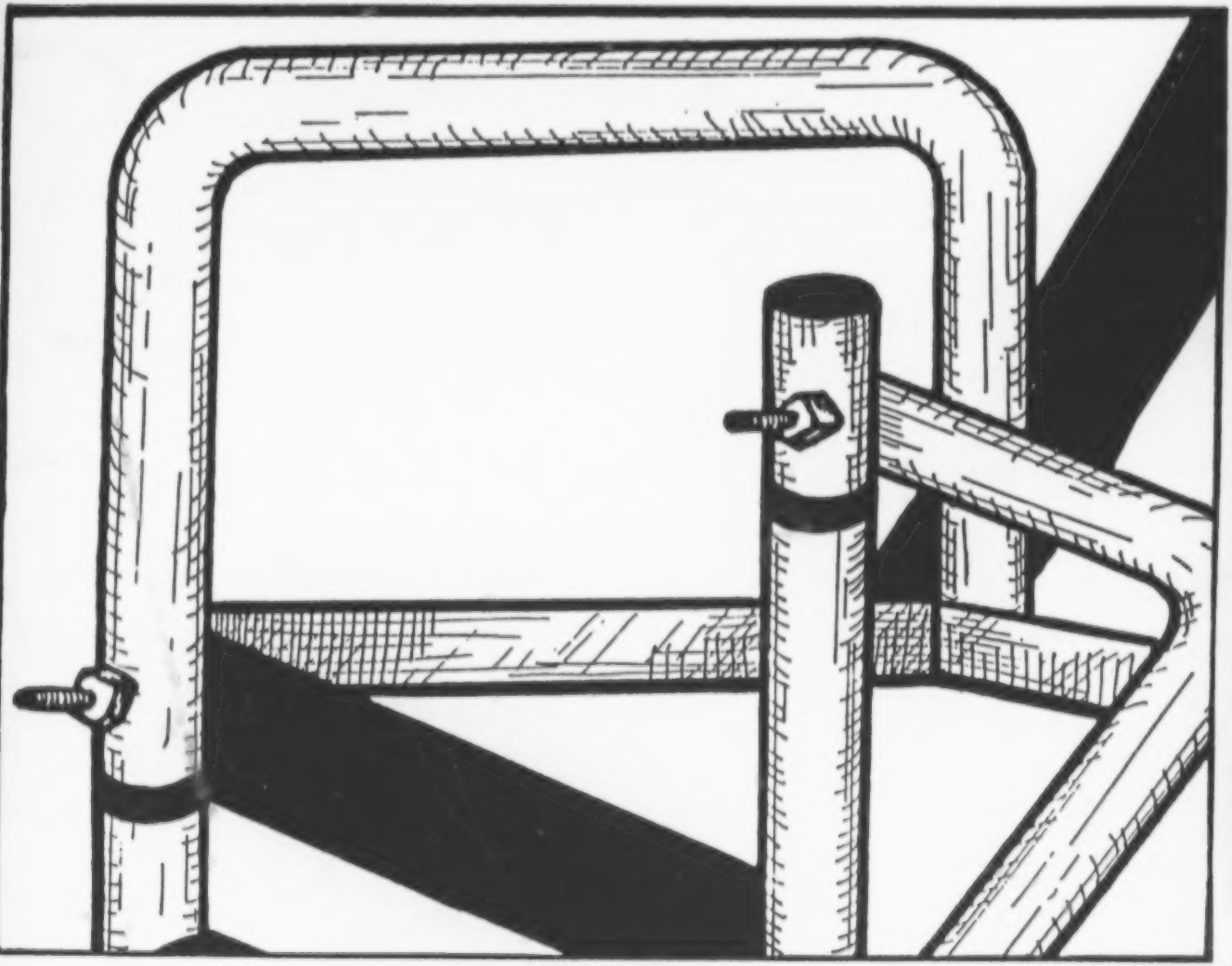












Safety
Hazard

Hooked on Safety

Hooked on Safety

Playground Scavenger Hunt, I

Grade Level: 1-6

Objective: The students will recognize and identify potential hazards on their school's playground.

Materials:
Playground Scavenger Hunt Journal Entry
Pencils and/or crayons
Clip boards

Vocabulary:
Scavenger hunt
Hazard
Scrape

Preparation:

Review the material under "General Hazards" in the previous chapter, paying special attention to "Scrapes and Cuts."

Procedure:

(1) Distribute the Playground Scavenger Hunt Journal Entry. Discuss the planned field trip and instruct students on what data they are to collect. Assign hunting groups and choose a leader. Emphasize that they are to observe and record these hazards, not try them out.

(2) Proceed to the playground. Arrange a meeting place and a signal when to return. Send the groups out to identify the hazards on their journal sheet.

(3) Gather the class together and have each team lead the class on a tour of the things that they found. Have the leader explain the types of dangers their group identified and how that danger can be avoided. (Let the class discuss after each explanation.)

(4) Return to the classroom and conclude the activity by having the students put the journal entries into their journals.

Extensions:

(1) Revise the above activity to emphasize safe things on the playground.

(2) Discuss how each hazard can be corrected.

Name_____

Playground Scavenger Hunt, I

Find the following hazards on your school playground. Describe or draw a picture of the dangerous item. Note where it is found.

Hazard	Description/picture	Where found
Something that could-- Tear clothing:		
Scrape/cut skin:		
Hit someone:		
Cause a fall:		
Poke an eye:		
A place where you could get stuck (caught):		

Playground Scavenger Hunt, II

Grade Level: K-6

Objective: The students will recognize and identify potential hazards on their school's playground.

Materials:
Journal Entry Sheets
Scavenger list for each group
Pencils
A different color of tape for each group

Vocabulary:
Scavenger hunt
see also Journal Entry vocabulary

Preparation:

Review the "Entrapment" and "Scrapes and Cuts" sections in the background information chapter.

Make up a variety of scavenger lists and vary the order of items. This will help avoid congestion at certain playground spots.

Modify the activity for grades K-1 to be done in small groups. Make arrangements for an adult supervisor to assist (i.e., parent, aide, etc.). It is not necessary that all students do it on the same day.

Procedure:

(1) Divide the class into four to six groups.

(2) Distribute the lists, pencils and tape to groups. Let the groups know what signal you will use to have them return and where they should meet.

(3) Give the following directions to the groups:
- Tell them to use their tape to mark the hazard they find.
- Instruct them to mark that particular object off on their list and make a brief note about where that hazard is located.

- If a hazard is already marked with tape, another group cannot use that hazard.

(4) Initiate the hunt and send the groups off.

(5) When time is up, give the signal and wait until all groups are gathered back at the predetermined place.

(6) Compare the lists. Find out which group found the most hazards.

(7) As a class go see the taped hazards that were found and discuss each of them.

(8) Discuss how these problems can be corrected and the benefits of preventing injuries.

(9) Go back to the classroom. Pass out Journal Entry Sheets and have your students record what they have learned.

Extensions:

(1) Write a haiku poem about playground hazards. This is a 3-line Japanese descriptive poem with 5 syllables in the first line, 7 in the second, and 5 in the third.
Example:

Broken equipment
Needs immediate attention
A playground hazard.

Sample Scavenger List

See if you can find:

1. A bolt sticking out.
2. A sharp corner.
3. A rough edge.
4. A sharp point.
5. An angle formed by equipment bars.
6. Bars narrowly spaced.
7. An exposed pipe end.
8. An open "S" hook.
9. A small opening where a body part could be caught.
10. Broken equipment.

Name_____

Scavenger Journal Entry Sheet

1. List the safety hazards found on the playground in the order of the most likely to cause a serious injury to the least likely to cause a serious injury.

2. What are two ideas you could use to make our playground safer?

3. How can you warn others and help them to avoid playground hazards?

Egg Heads and Rotten Apples

Grade Level: K-6

Objective: The students will conclude that falls on a hard surface have greater injury potential than falls on loose surfaces.

Materials:

Egg Heads and Rotten Apples Journal Pages
Pencils
Eight eggs
Eight apples
Eight toothpicks
Eight labels (slips of paper)
Bag to carry supplies
Meter stick
Paper towels
Pail
Knife

Vocabulary:

Bruise
Hard surface
Loose surface
Soft surface

Preparation:

Review the material in the "Surfaces" section under "General Hazards" in the previous chapter.

This activity is a mini-field trip. You need to identify places on the playground where you can drop eggs and apples on various surfaces. Try to include concrete or asphalt, soil, a grass-covered area, loose material such as bark or wood chips, and sand or gravel.

If loose material such as wood chips or bark are not available on the playground, then obtain enough to fill a pail, washtub, or dishpan to a depth of at least six inches. Most lumber yards could give you enough wood shavings or sawdust. Nursery and garden supply businesses have bark.

Procedure:

(1) Distribute the Egg Heads and Rotten Apples Journal Entry. Discuss the planned field trip and instruct students on what data they are to collect. Assign egg and apple droppers and measurers for each site.

(2) Proceed to the playground. At each site have a student drop an egg and an apple from 12 inches and then from 36 inches. Have the students record what happens. (Note: Younger children may draw pictures of what happens. Clean up the mess with paper towels and a pail.) Label the apples with a slip of paper attached with a toothpick.

(3) Return to the classroom. Cut into the bruised area of the apples and record the appropriate observations on the journal entry form. Discuss the entire experience. Have the students complete the worksheet. Conclusions should include: (a) the farther an egg or apple falls, the greater the chance of breaking or bruising, and (b) the harder the surface, the greater the chance of breaking or bruising. Students should infer that similar results would be obtained if people fell. **Note:** Younger children may need to verbalize these conclusions.

(4) Discuss how these results could relate to children falling on the playground.

(5) Conclude the activity by having students write a story or make a drawing about "The Playground Egghead." Allow students to be creative, but they should use information they have learned in this activity (Use the Journal Sheet provided).

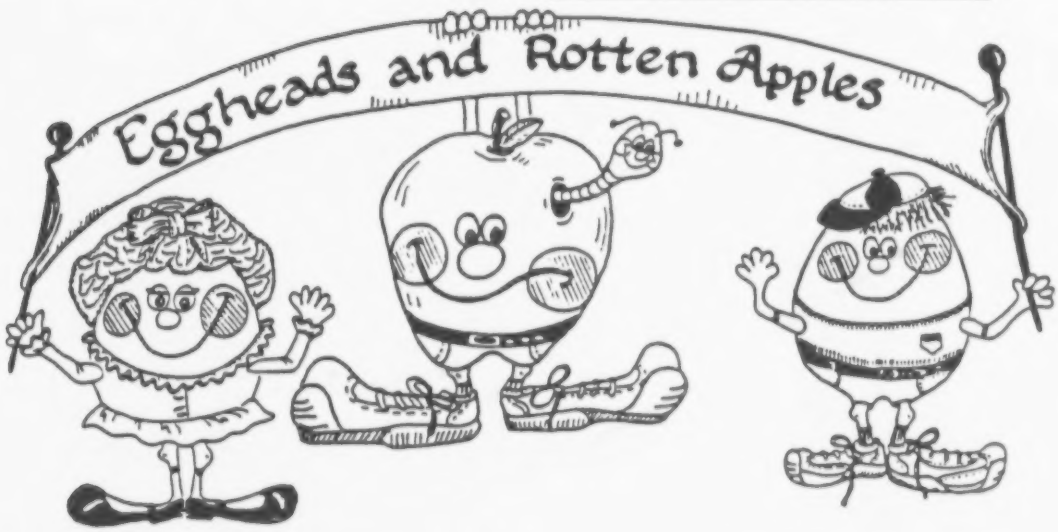
Extensions:

(1) Read and discuss "Humpty Dumpty." What happened to him, why and how can his experience be similar to a student falling on the playground.

(2) Have students make a model playground that is free of hard surfaces.

(3) Conduct the various drops using a coconut. While not directly related to playground safety, students would see "first-hand" the importance of wearing a bike helmet.

Name:_____



First Stop:_____

What happened to the egg? What happened to the apple?

Short Drop: Short Drop:

Long Drop: Long Drop:

Second Stop:_____

What happened to the egg? What happened to the apple?

Short Drop: Short Drop:

Long Drop: Long Drop:

Third Stop:_____

What happened to the egg? What happened to the apple?

Short Drop: Short Drop:

Long Drop: Long Drop:

Fourth
Stop:_____

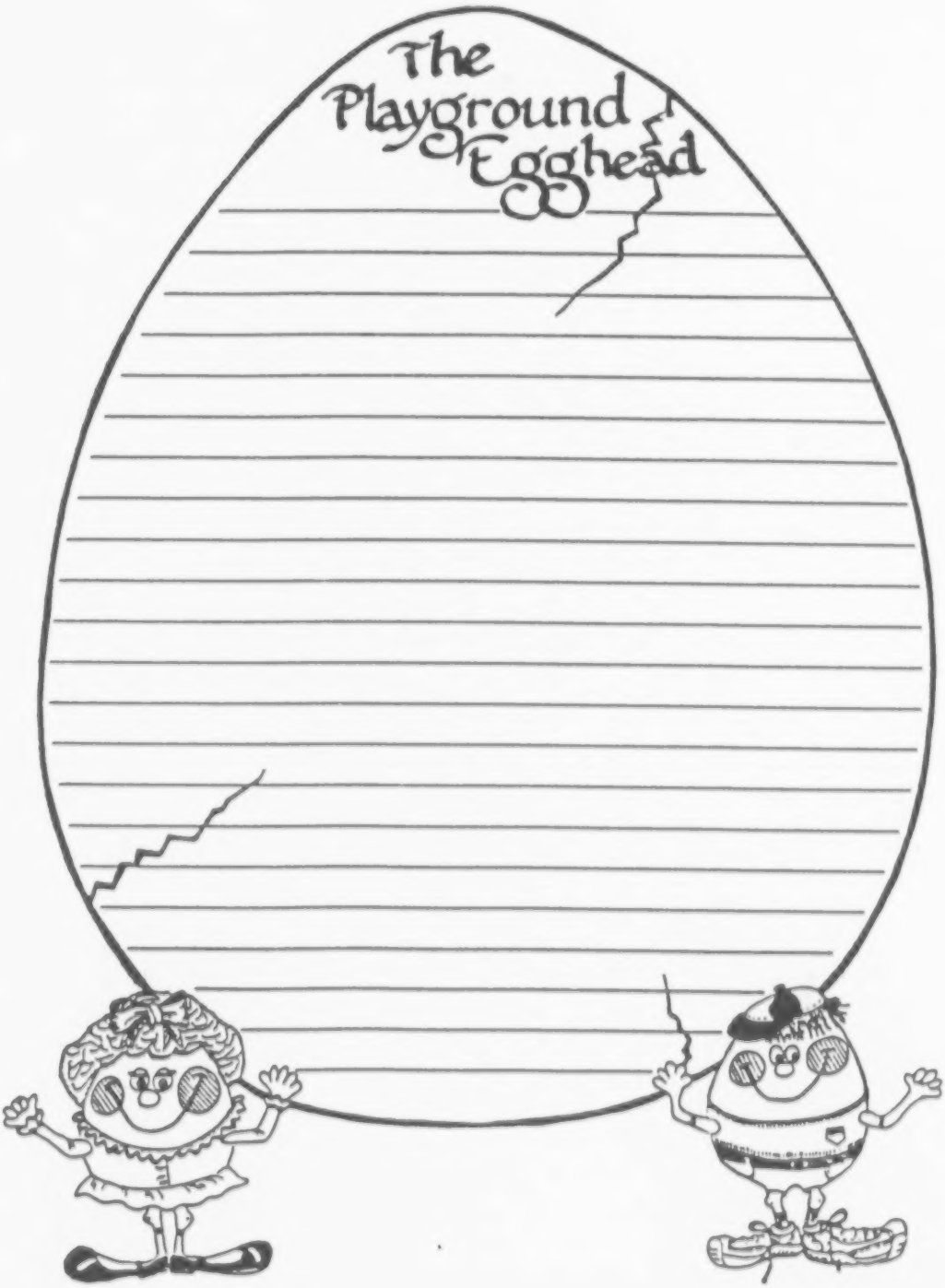
What happened to the egg? What happened to the apple?

Short Drop: Short Drop:

Long Drop: Long Drop:

What have you learned from this activity?

Write or tape record a story or draw a picture about "The Playground Egghead." Be creative, but use what you have learned.


The Playground Egghead

Orange You Glad You Aren't A Banana?

Grade Level: K-6

Objective: The students will conclude that sharp points, corners, edges, and other protrusions are potential sources of serious injuries.

Materials:
Journal Page
Pencils
Two Oranges
Two Bananas
Paper Towels
Garbage Bag

Vocabulary:
Sharp point
Protrusion
Damage

Preparation:

Review the material in the "Scrapes and Cuts" section under "General Hazards".

You will need to identify places on the playground where sharp or protruding objects could harm a child. Look closely for nuts or bolts which are not properly covered. Do this activity as a demonstration. These identified hazards will become specific sites the class will visit on a playground tour.

Procedure:

(1) Distribute the Journal Entries. Discuss the planned trip and instruct the students on what data they should collect.

(2) Proceed to the playground. Point out a few potentially harmful objects, then urge the students to find others.

(3) Hit both an orange and a banana on a protruding object both at walking and at running speeds. Have the students record what happens. Note: Younger children may draw pictures of what happens. Clean up with paper towels and garbage bag.

(4) Return to the classroom and discuss the results. Have the students complete the worksheets. Conclusions should include: (a) The damages were greater at running speed than they were at walking speed. (b) The larger the protrusion, or sharper the edge, the greater the damages.

(5) Discuss how these results could relate to accidents on the playground. You may pretend that the oranges were heads and the bananas were arms. **Emphasize the need to be careful when running**.

Extensions:

(1) Have the students decide how they could make their playground a safer place, and if one of their plans is possible for your classroom. DO IT! (One suggestion may be to paint the protrusions with bright paint.)

(2) Have the school nurse come in and demonstrate how an incision is stitched. Use a cut in a banana skin for the demonstration.

Name_____

What happened to the oranges?
Running speed:

Walking speed:

What happened to the bananas?
Running speed:

Walking speed:

Tell why running near playground equipment could be harmful.

Playground Safety Stars

Grade Level: K-4

Objective: The students will infer that there are advantages to appropriate playground behavior.

Materials:
Camera
Film
Certificate
"Official Playground Safety Scout" Badges
Journal Entry Sheet

Vocabulary:
Star
Model
Behavior

Preparation:

Students will need to be instructed in proper use of the camera. An advantage of an "instant" camera is that students can see the results of their efforts immediately. CAUTION: Ration film or you will go broke!

Rotate student roles for this activity every week.

Procedure:

(1) Establish a class-originated set of rules or suggested playground behaviors that promote playground safety. Assemble the rules and place them on the Journal Entry Sheet.

(2) Each week have a group of 3-5 children serve as playground safety star scouts. Their job is to scout for the star of the week. This star should exhibit all or most of the desired behaviors. Have the scouts for the week wear the "Official Playground Safety Scout" Badge. Select the playground safety star on Thursday.

(3) On Friday, have the star of the week role play certain behaviors. As the behaviors are acted out, have the photographer take pictures. CAUTION: Limit the number of pictures or you will go broke on film.

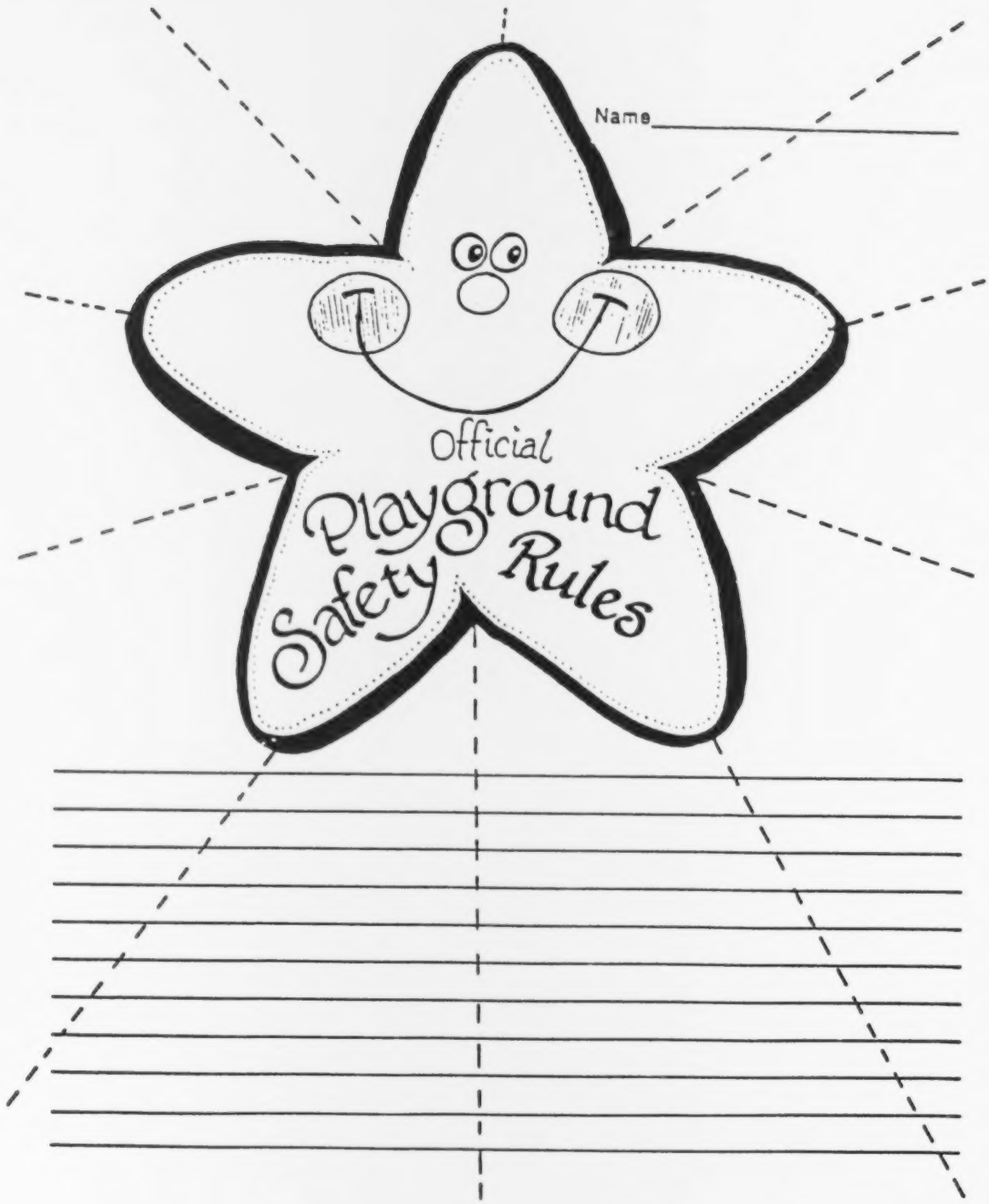
(4) Select one photo to be put on the playground Safety Star's certificate. Also have each Safety Scout sign the certificate.

(5) Display the certificate pictures with appropriate captions on a bulletin board. At the end of the year, pick the model of the year. (Try to give each child an opportunity to be a safety scout.)

Extensions:

(1) Invite a newspaper or news station to do a feature article about your playground safety program.

(2) Give special awards to students observed practicing good playground safety.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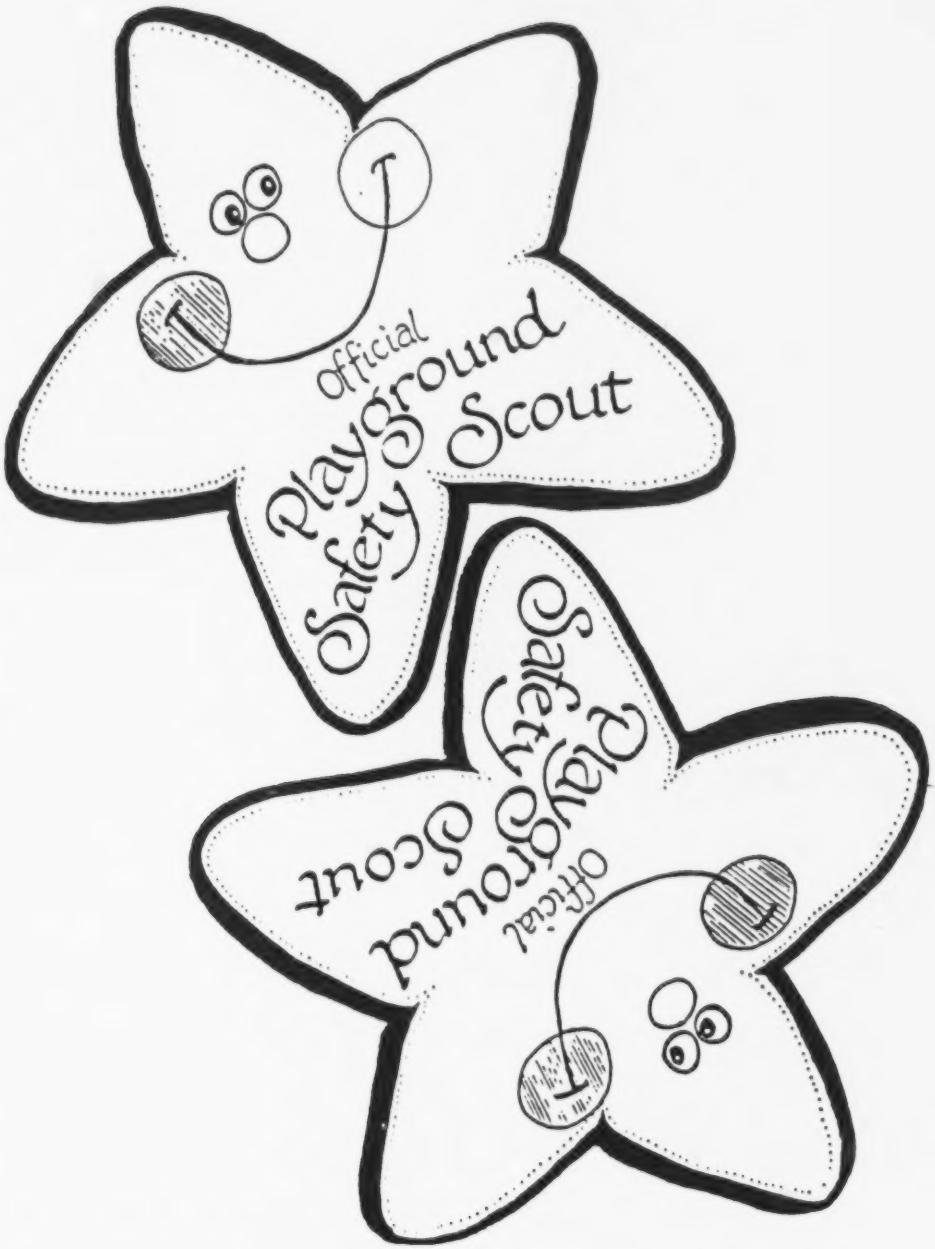
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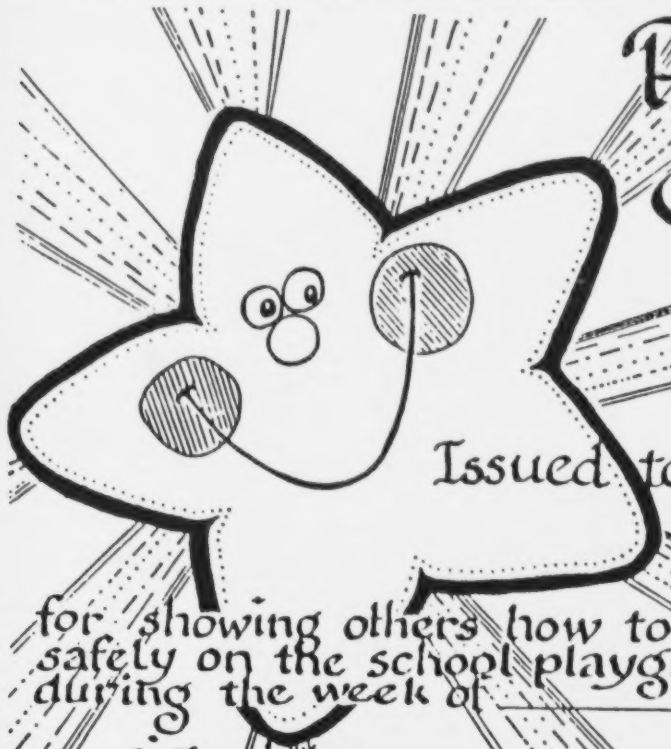


Playground Safety Star Award

Issued to: _____

for showing others how to play safely on the school playground during the week of _____

signed by:

_____

_____

_____

Safety Star Scouts

Place Photo Here

A Grape for an Eye

Grade Level: K-6

Objective: The students will infer why getting sand in the eyes can be dangerous.

Materials:

Journal Entry Sheets
Magnifying glass
One peeled grape for each child on a paper towel
Five bowls of: {one set for each of five groups}
Sand
Wood chips or bark
Gravel
Shredded tires
A synthetic mat

Vocabulary:

Debris

Preparation:

Review the material in the "surfaces" section under "general hazards."

This is an in-class activity that shows children what happens to eyes when sand gets into them and how to get debris out of the eyes.

Grapes can be peeled as an in-class activity prior to starting the lesson.

Procedure:

(1) Divide the class into about five groups and distribute "A Grape for an Eye" Journal Sheets. Inform the students that they are going to investigate what happens when sand gets in their eyes.

(2) Distribute the grapes to each student and give each group a bowl of each substance.

(3) Have the students roll their grapes in the bowl of sand. Then tell them to remove the sand. They can only use their fingers or equipment at their desk. If you have magnifying glasses, use them to get a better view of the problem.

(4) Explain that the grapes represent your eyes and ask if they would like to have this happen to them.

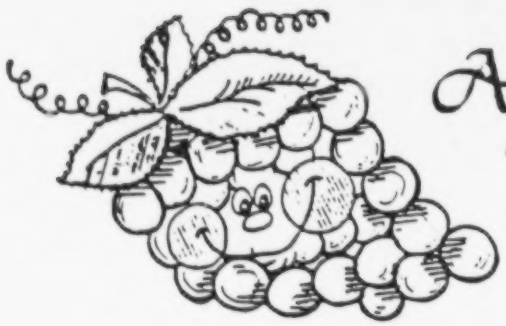
(5) Then have them try putting the other surfaces onto the grapes, and as a group, decide which one would be best to have on the playground with respect to eyes.

(6) Discuss the things to do when you get something in your eye. Distribute the Journal Entry Sheets and review the steps pictured.

Extensions:

(1) Have students tell about times they have had something in their eyes.

(2) Have volunteers spend 5-10 minutes blindfolded to experience what it would be like if they could not see.



A Grape for an Eye

Procedures for eye first aid:

1. **STAY CALM**

2. Do not rub the eye

3. Get help

Accident Free Days or "Ban the Band-Aids"

Grade Level: K-6

Objective: The students will set a goal to consciously strive for an accident free playground.

Materials:
Wall chart
1 Band-Aid for each student
Journal Entry Sheet

Vocabulary:
Accident free

Preparation:

This activity should involve all of the classrooms in the building. Coordinate this through the principal. The goal is to have a contest to see which classrooms can log the most accident free days. This could be done for a week, month, or the entire school year.

Prepare an appropriate chart so that each participating classroom can record their accident free days.

Stress the importance of reporting all injuries to their teachers. Students should not get so caught up in this activity that they don't tell their teacher about an injury for fear of hurting the class in this contest. To win and be accident free is an excellent goal but to not report an injury that could be potentially serious is dangerous and not advised.

Procedure:

(1) Initiate the activity by discussing safe play habits and attitudes. Relate playground safety to safety in the home or in a workplace.

(2) Indicate that the school is going to have a playground safety contest. The goal is to see which classroom can go the most days without having an accident. Each accident free day will be recorded on a chart. Assign one teacher to be responsible for keeping the chart up to date.

(3) Indicate that students can help achieve a good record for the class in the following ways:

a. When seeing someone in a dangerous playground situation, call it to the person's attention. Example: If you see a person running near the swings, remind them of the danger.
b. Use the buddy system. Look out for each other.
c. Have fun, but think about the consequences of your actions.
d. Do not be a show-off.
e. Respect the rights of others.

(4) Hypothesize with the class what would happen to the Band-Aid industry if every school in the world became accident-free. Because the Band-Aid industry would probably go out of business, have the students brainstorm other possible uses for the Band-Aid. Encourage students to be as creative as possible. After this discussion give each student one Band-Aid and the Journal Entry Sheet. Tell them to stick the Band-Aid somewhere on the Journal Entry Sheet and to design a new use for the Band-Aid. Remind the students that the Band-Aid cannot be a Band-Aid anymore in their drawing!

(5) When an accident occurs, have the other classes send a sympathy card and/or paper flower to the class in which the accident occurred.

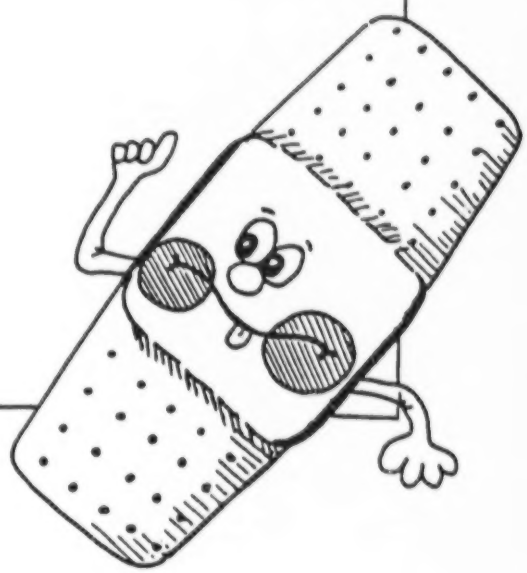
Note: Emphasize that a single child (who has already been injured) should not be ostracized for jeopardizing their class!

Extensions:

(1) Have a special all-day playground experience for the class with the best accident record for the year. Do the entire day's school work on the playground. Provide adequate precautions to avoid overexposure to sun and heat.

(2) Invite an industry safety representative to visit the class to discuss their safety program and "injury free" days.

Ban the Band-Aid



An Accident Profile

Grade Level: 3-6

Objective: The students will analyze accident prone areas of the playground.

Materials:
Journal Entry Sheet
Monthly Class Certificates

Vocabulary:
Histogram
Analyze
Accident Prone

Preparation:

If your students are not familiar with histograms, extra time should be spent on explaining this type of graph.

Procedure:

(1) Introduce this long term activity by indicating that the class is going to keep a record of the kinds of playground accidents and the places where they occur. The purpose of this record will be to help analyze accident patterns.

(2) Distribute and explain the Journal Entry Sheets. Note: Only one category of equipment and one kind of accident are recorded on the graph. Add categories as accidents occur.

(3) Have the children report all accidents that occur on the playground. Record the accidents on a master Journal Entry Sheet that is posted on a bulletin board. Have the students record the same data on their sheets. When a pattern starts to develop, discuss the data and have students complete the bottom part of the Journal Entry Sheet.

Extensions:

(1) Do this activity as an entire school. Hold monthly safety assemblies to discuss the accident patterns and to seek student solutions to the problems. Award a monthly certificate to the class with the fewest accidents.

NAME_____

Accident Profile Journal Entry

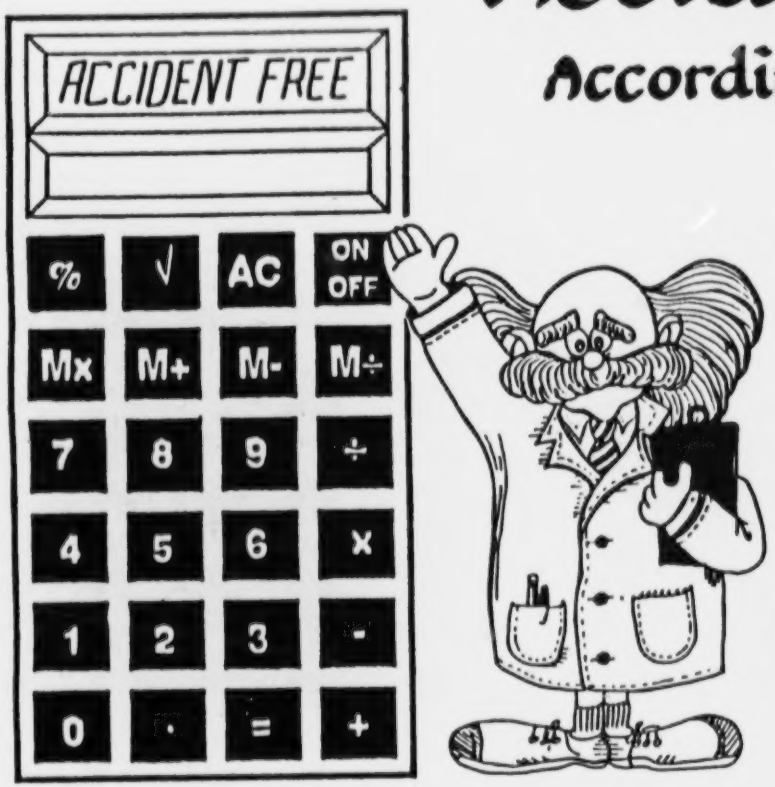
Number of Accidents

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
	swing						cuts						

Type of Equipment — Kind of Injury

How would you prevent playground accidents?

Accident-free Award



According to the calculations
your class deserves
our congratulations

This certificate is
awarded to:

_____

for an excellent
accident-free record
this month.

signed: _____

date: _____

Defining Playground First Aid

Grade level: K-3

Objective: The students will define first aid.

Materials:
Journal Entry Sheet
Set of telephones

Vocabulary:
First aid
Victim
Emergency
911, 0

Preparation:

Review the "First Aid and Emergency Care" Section.

The primary purpose of this activity is to introduce the basic concept of first aid and to inform students of how to behave in the event of an accident.

If you do not have access to a set of phones, make a few models.

Procedure:

(1) Introduce the activity by discussing incidents where someone has been hurt bad enough to require special help. Introduce the term "first aid."

(2) The basic rule of first aid is to "STAY CALM." Some reasons to stay calm are:
   (a) You will be able to think more clearly and then do the right thing for the victim.
   (b) If you are calm, the victim will feel more calm.
   Discuss the reasons for these rules.

(3) Distribute the Journal Entry Sheets. Instruct the students to make a drawing that depicts the idea of staying calm in the event of an accident or have students make a collage of "calm" people that they find in old magazines, newspapers, etc. Insert the sheets in the journal.

(4) Discuss what to do if there is an accident and no adult is nearby to help. The following are good suggestions:
   (a) Find an adult as soon as possible.
   (b) If an adult can't be found, but a telephone is available, use it to call for help.
   (c) Don't hang up until the operator gets all of the important information.
   (d) STAY CALM
   Instruct the students to dial "0" to get an operator, or "911" if this service is available.
   (e) NEVER call these numbers unless there is a real EMERGENCY.

(5) Role-play a number of telephone emergencies. Have one student serve as the one making the phone call, and another serve as the operator. For younger children, perhaps the teacher should be the operator.

Extensions:

(1) Teach older children the Heimlich maneuver and first aid for bleeding, shock, and fractures.

(2) Teach children their own phone number.

NAME_____

PLAYGROUND FIRST AID JOURNAL ENTRY SHEET

BASIC FIRST AID RULE:

STAY CALM

Playground First Aid

Grade Level: K-6

Objective: The students will know what to do in the event of an accident on the playground.

Materials:
First Aid Journal Entry Sheets
Clip Boards

Vocabulary:
Accident
Victim
First Aid

Preparation:

Review the "First Aid and Emergency Care" section.

Obtain and review your school district or building policy and procedures on dealing with injuries. Make sure the activity as outlined here conforms to local requirements. The purpose of this activity is to instruct the children in how to assist in the event of an accident.

Journal entries will need to be verbalized for lower grade children.

Procedure:

(1) Begin the activity by discussing the concept that accidents do happen, even when people are careful. When an accident happens, children should know what to do. Indicate that this lesson is about the students' duties when there is an injury. Distribute the Journal Entry Sheets. Instruct the students to fill them out at the playground.

(2) Proceed to the playground. Simulate the following accident situations:

Situation 1: Stage a fall from a piece of equipment. The victim is unconscious. Indicate that there are three things to do: stay calm, get help and keep people away.

Situation 2: Stage a fall from a piece of equipment. The victim has a broken arm or leg. Indicate that there are four things to do: stay calm, get help, keep people away, and keep the person from moving.

Situation 3: Stage a fall from a piece of equipment. The victim has sprained an ankle. Indicate that there are four things to do: stay calm, get help, keep people away, and keep the person from moving.

Situation 4: Stage an injury where a person has been hit in the head by a moving swing. The head has been cut and is bleeding. Indicate that there are four things to do: stay calm, get help, keep people away, and keep the person from moving.

Situation 5: Stage an injury where a person has a finger, leg, arm, or head stuck in a piece of equipment. Indicate that there are three things to do: stay calm, get help, and try to lift or support the person so that the weight is off the part that is stuck.

Situation 6: Stage an injury where a person has either a bump, bruise, or scratch. Indicate there are two things to do: stay calm and report to the teacher on duty.

Situation 7: Stage an injury where foreign matter (stuff) has gotten into the eye. Indicate there are five things to do: stay calm, DO NOT rub eye, report to the teacher on duty, have the victim keep the eye closed, use the buddy system to lead the victim.

(3) Review the journal entries when back in the classroom.

Extensions:

(1) Have a fire fighter, ambulance driver, or other resource person come in and demonstrate first aid procedures. Children love to be bandaged and splinted when they are not really injured.

Name_____

First Aid Journal Entry (page 1)

Situation 1:

A fall and the person is unconscious. What do I do?

1.

2.

3.

Situation 2:

A fall and the person has a broken leg or arm. What do I do?

1.

2.

3.

4.

Situation 3:

A fall and the person has a sprained wrist or ankle. What do I do?

1.

2.

3.

4.

Situation 4:

A person is hit in the head by a swing. The head is bleeding. What do I do?

1.

2.

3.

4.

First Aid Journal Entry (page 2)

Situation 5:

A person has a finger, leg, arm or head stuck in a piece of equipment. What do I do?

1.

2.

3.

Situation 6:

A person has a bump, bruise, or scratch. What do I do?

1.

2.

Situation 7:

A person has something in the eye. What do I do?

1.

2.

3.

4.

A Branching Key for Tooth Injuries.

Grade Level: 3-6

Objective: The students will utilize classification skills to learn how to cope with playground tooth injuries.

Materials:
Journal Entry Sheets
Resource Sheets
Scissors
Clear tape or glue

Vocabulary:
Branching Key

Preparation:

Adapt the following background information to your age group. Discuss this material at the end of the activity.

Background Information:

The following guidelines are provided for temporary relief of Dental Emergencies.

Objects wedged between the teeth: Use dental floss to attempt to remove the object. Take care to not injure the gum tissue (by forcing the floss). Don't use a sharp pointed tool to remove the object. If you can't get the object out easily, go to a dentist.

Bleeding lip or tongue: Apply direct pressure to the bleeding area with a clean cloth. If the lip swells use cold compresses. If the cut is severe or if bleeding does not stop, go to the hospital emergency room.

Knocked-out tooth: If a permanent tooth is knocked out of the mouth in an accident, save the tooth and immediately take it and the victim to the dentist. With proper care the tooth may be reimplanted and saved. DO NOT attempt to clean the tooth. DO NOT touch the root end of the tooth. These actions may destroy connective fibers. Place the tooth in milk or cool water or wrap it in a clean, wet cloth. If cool water or milk is unavailable, the

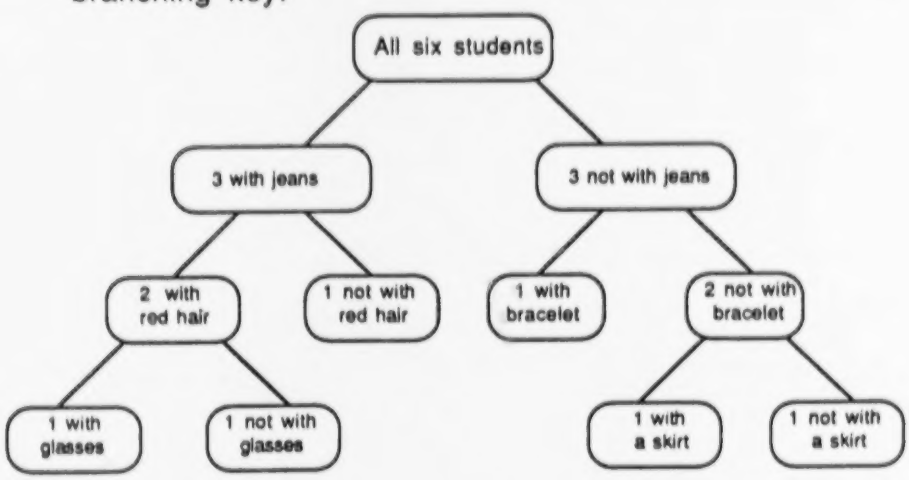
teacher can put it in the child's mouth. Instruct the child to be careful and not swallow the tooth. The saliva has the appropriate Ph balance to keep the tooth in good condition until reimplantation. Get the victim to the dentist within 30 minutes.

Broken tooth: Immediate attention must be given a broken tooth, or it may be lost. Attempt to clean any dirt or blood from the injured area with a sterile gauze pad and warm water. Place a cold compress on the face next to the injured area to minimize swelling. Go to the dentist.

Braces and retainers: If a mouth injury occurs with braces or retainers do not attempt to remove a wire that is imbedded in the cheek, tongue or gum tissue. Go directly to the dentist. A cotton ball or gauze over the sharp end of the wire may prevent irritation and further injury.

Procedure:

(1) Begin the activity by lining six children up in front of the class. Ask the children to divide the group into two smaller groups by some observable characteristic. The criteria should be some have "it," the others don't. An example might be: "With jeans, not with jeans." Then subdivide each group until everyone has been separated out. This process may be represented on the chalkboard by a branching key:



(2) Introduce the term "branching key." Do a few examples on the chalkboard with other groups of students.

(3) Indicate that the purpose of this activity is to use a branching key to learn what to do when a tooth is injured on the playground.

(4) Distribute the Journal Entry Sheets, scissors, and clear tape or glue. Instruct the students to cut out the rectangles from the resource sheet and then tape or glue them in the right boxes on the Journal Entry Sheets.

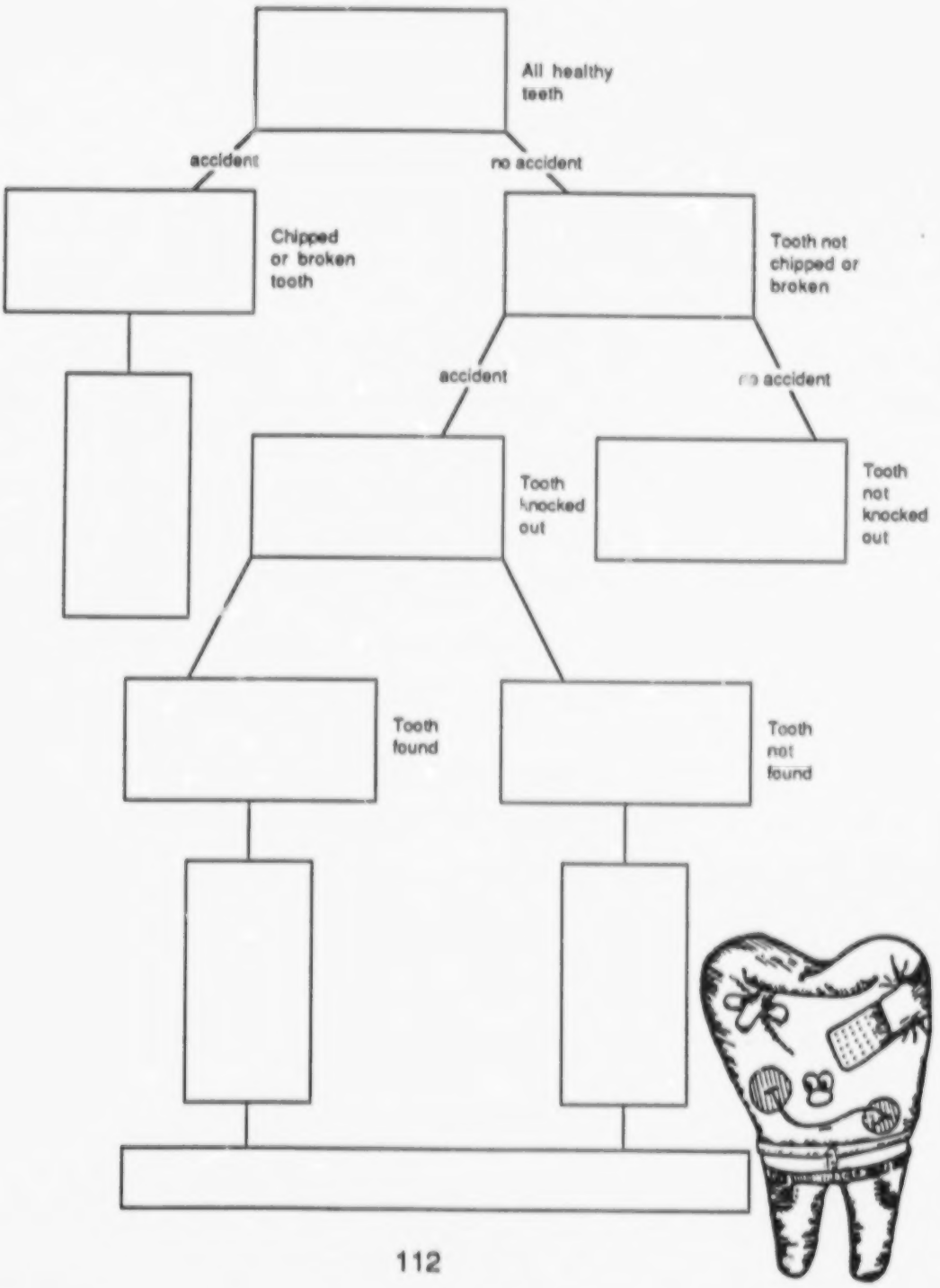
Extensions:

(1) Have a story telling session (real or make-up) about when people have saved their teeth after an accident.

(2) Have a dentist come to visit and explain about tooth injuries and appropriate first aid.

Name_____

Tooth Injury Branching Key Journal Entry

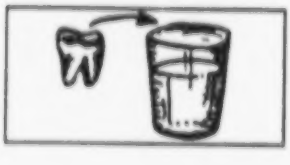


Resource Sheet for Tooth Injury Branching Key

Rinse mouth with warm water. Use cold pack on outside of cheek. Go to dentist.

Place tooth in milk, cool water, or wet cloth. DO NOT clean tooth. Take tooth and child to the dentist immediately.

Cry



Go to the dentist

Design a Safe Playground

Grade Level: K-6

Objective: The students will apply the information learned in this unit to design a playground that will be both safe and fun.

Materials:
Design a Safe Playground Journal Entry
Pencils and/or crayons
Scissors
Glue

Vocabulary:
Design

Preparation:

This activity should be done after hazards on the playground have been identified by the students in the previous lessons.

Procedure:

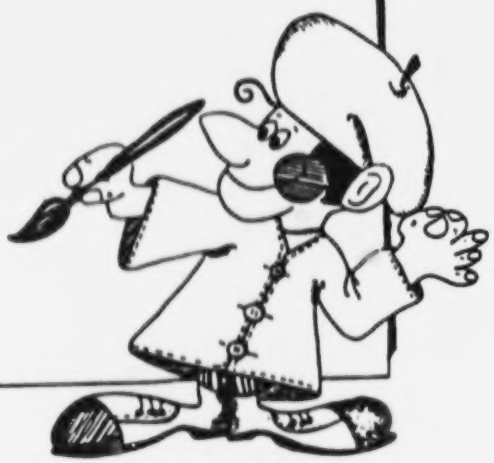
After a short discussion about using playground equipment safely, hand out the Journal Entry Sheet and give the children time to design a safe playground. Use these journal sheets as a bulletin board display before adding them to journals.

Extensions:

(1) Use butcher paper to make a large playground mural.

(2) Find a colored picture of a safe playground, mount it on poster board, and then cut it up and use as a picture puzzle. Principal magazine is a good source.

Design a Safe Playground



Safety Signs

Grade Level: 3-6

Objective: The students will design playground safety posters.

Materials:
Poster paper
Crayons, markers, felt pens
Scissors

Vocabulary:
Determined by students

Preparation:

Use this activity as a follow-up or culminating activity. This activity may be done in small groups or individually.

Procedure:

(1) Indicate that the class is going to have a playground safety poster contest. The objective of the contest is to make posters that show what has been learned about playground safety. The poster should help others avoid getting hurt on the playground.

(2) Place the posters in a hallway or have an art show for the entire school.

Extensions:

(1) Submit a few posters to a local paper for publication.

(2) Have the students design safety banners, pennants, or flags. The safety flag could be flown above the playground on accident-free days.

Design in ACTION

Grade level: 3-6

Objective: The students will design a safe, hazard free, playground.

Materials:
Large sheets of art paper
Colored pencils
Rulers
Scissors
Glue
Journal Entry Sheet

Vocabulary:
Design

Preparation:

Review the background material paying close attention to the "Climbing Equipment", "Swings", "Slides", and "Merry-go-round" sections.

Procedure:

(1) Discuss with the students what hazards to look for and the safety features that should be included when they design their playground.

(2) Pass out large sheets of art paper and make other instruments (pencils, scissors, etc.) available to the students.

(3) Allow plenty of time for students to design their safe playgrounds.

(4) Pass out the Journal Entry Sheet and have the students record what they have learned.

(5) Display playground designs in the classroom.

Extensions:

(1) Have the principal come in and discuss the cost involved in setting up and maintaining a playground.

(2) Discuss the cost of an injury. Injuries can be expensive for parents, and insurance companies. Be sure to include the expense involved in time lost from school.

Name_____

Design in Action Journal Entry

1. What was your biggest challenge in designing this playground?

2. What have you learned by completing this activity?

3. What piece or pieces of equipment on our playground do you think should be replaced? With <u>what</u> should they be replaced?

Class Safety Video
Grade level: 4-6

Objective: The students will apply playground safety principles to write a script and produce a video that demonstrates and illustrates playground hazards and safe playground behavior.

Note: This lesson will take a series of class sessions.

Materials:
Video camera
Cassettes
Power source
Props the children may decide to incorporate into the script (to be located after script is written).

Preparation:
Be very familiar with the use of your video equipment. This activity should take place near the end of the playground unit so the children have the background necessary to write a workable script. Determine who is to run the video equipment. Note: If you do not have editing capabilities, you and your class must do very detailed pre-planning.

Procedure:

(1) Explain to the class that they are going to make a playground safety video. This project is a long term project which has a number of questions and areas that will need to be dealt with along the way. For example, your class must first decide who the video will be for (peers, parents, or younger school children). Hold a class discussion and make a decision on audience.

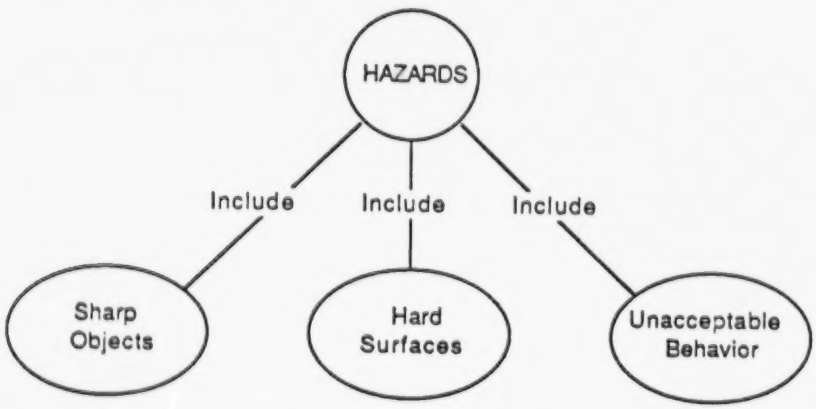
(2) Next deal with the question "Why?" "What are our objectives?" and "What do we want to accomplish?" (examples: We want to show younger children how to play

safely on the playground. We want to demonstrate to our parents what we have learned about playground safety.)

(3) Next you must have a content outline which includes the major points and subpoints you wish to put across in the video. Example: Slides [major point], correct ways to slide down them [subpoint], incorrect way to use them [subpoint].

Make sure this outline is written down and well thought out. You may wish to have the children brainstorm first and then on another day organize and make decisions about the content. This step could be the review of the entire unit.

A good way to approach the review might be to use concept mapping. For example, if you covered part of program goal 2, your concept map might look like this:



Presenting ideas (concepts) in a visual form such as this may help your students organize their ideas for the video.

(4) Explain that treatment is the way you present your message or the context in which you present your information. (Example: Through the eyes of two children on the playground. Through the eyes of a parent.) Conduct a brainstorming session to identify possible treatments for the content. This process may be carried out over a period of 2-4 days.

(5) After the children have discussed all of the ideas on treatment, a choice must be made on which one to use. This may be done by vote or another method more suited to your class. Talk about specific ways to use this treatment. Address some of the specific points in your content outline.

(6) Now it's time to write the script. A "T" script works well for videos:
Suggested:

SCRIPT

Visual	Audio
"child running too close to the swings"	"screams; narrator explaining why this is dangerous"

Your audio will differ according to the treatment you have chosen and the equipment you have available. Discuss these details with your class. Divide your class into groups to work on portions of the script. The script may be divided into: Introduction, major points in the context outline, and conclusion. Give children time to plan ideas for their area of the video. Introduce the "T" script and have students use this format to outline their portion of the script.

(7) Review drafts with the class as the planning progresses so the class can see how the different portions are fitting together (if they are fitting together or need some changes). Assemble a first draft of the "T" script.

(8) Specifications should be considered early in the planning process. Spec's include your time line and your budget. Have the class decide on a time line that should include: dates of the final draft, dates of the specific scenes being shot, and the finish date for the project. Post a large copy of the time line in the classroom.

Set a budget and make your students aware of it.

(9) After the final draft is ready, but before shooting, go over the following check list with the class:
- Have you expressed your ideas clearly?
- Have you stated the objectives you want your production to meet?
- Have you considered the audience you want to reach?
- Have you prepared a content outline?
- Have you written a treatment to handle the content?
- Have you written a step-by-step script to guide your shooting?
- Have you considered the specifications needed for this production?

(10) Put your shooting schedule on a time line.

(11) Follow your script and time line and shoot the video.

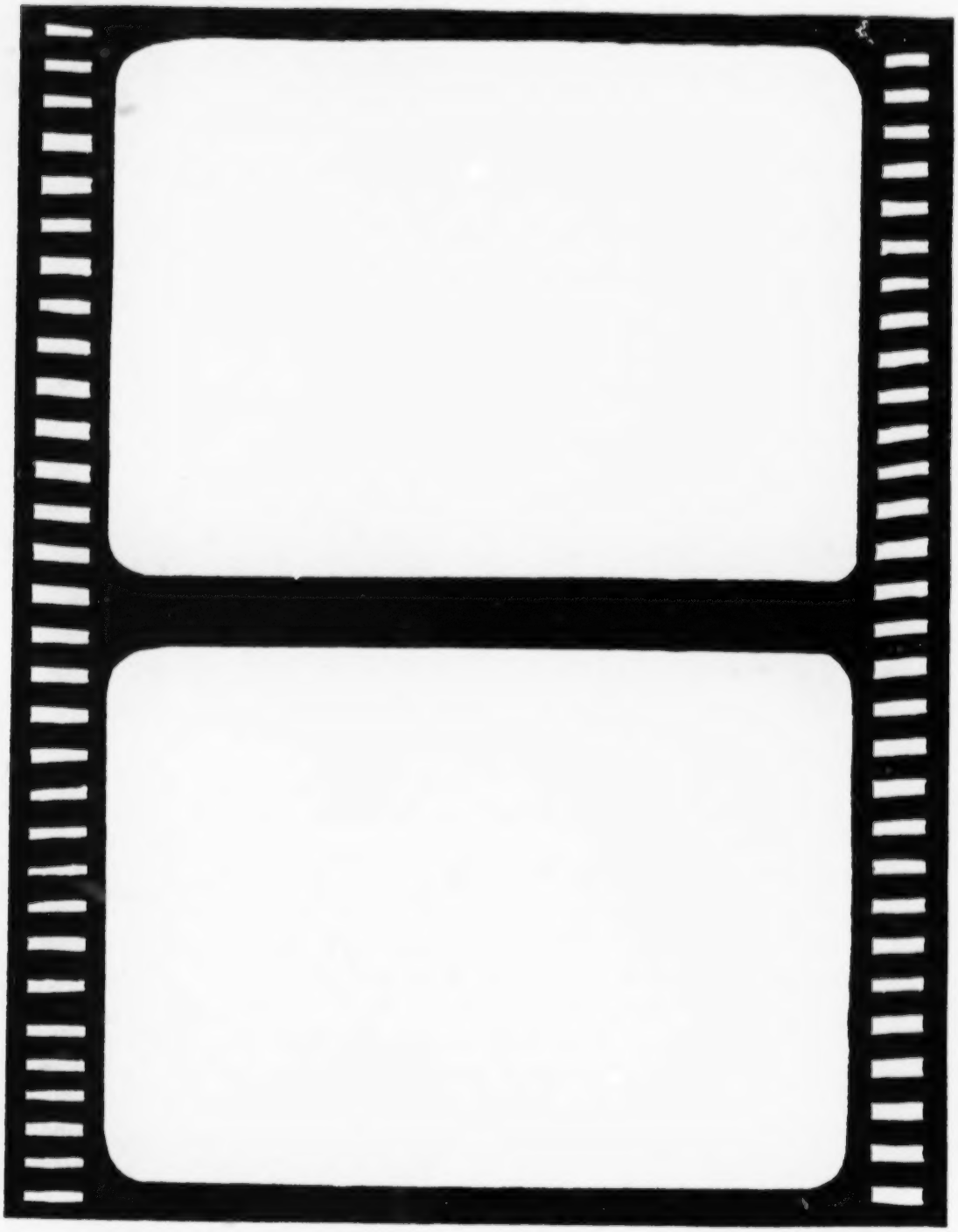
(12) Watch the video and present it to the audience you prepared it for.

Extensions:

(1) Have a television news reporter come and explain to the class how they set up shots for live reports.

(2) Ask a local TV station to air your whole video or a part of it (a public interest news report maybe).

(3) If video equipment is unavailable, have the class "draw" their own movie frames for their script. Use the movie frame worksheet provided. Connect all frames into one long length. Have a student read the script while each frame is shown to the class through an opaque projector. (Hint: have two students serve as film reels--one unrolls while the other rolls the "film.")



124

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